



Equipped
for the future

Improving Performance, Reporting Results

**The Guide To Using the *EFF Read With Understanding*
Assessment Prototype**

Equipped for the Future Assessment Consortium

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Table of Contents

About This Guide	1
Developing the Assessment Framework	1
About the EFF Assessment Consortium	3
Guiding Principles for the Assessment Framework	4
How To Use This Guide	5
Section 1:	
The EFF Approach to Assessment	7
How Standards-Based Improvement Works	8
Aligning Standards and Assessments:	
Making Sure We Measure What We Value	9
Key Dimensions of Adult Performance:	
The EFF Continuum of Performance	11
Levels of Performance:	
Defining Proficiency on the EFF Standards	12
Design Specifications for Assessments:	
Collecting — and Interpreting — Evidence of Performance	16
From Observation to Interpretation:	
Making Valid, Reliable Inferences About Performance	19
How Can Assessments of the EFF Standards Support Both Accountability and Instructional Improvement?	21
Section 2:	
The Accountability Assessment Prototype for Read With Understanding	23
EFF Performance Levels Align With the National Reporting System	23
The EFF Standard <i>Read With Understanding</i>	25
Performance-Level Descriptions on the <i>Read With Understanding</i> Continuum of Performance	26
Design Specifications for Accountability Assessments	33
Section 3:	
Guide To Using the EFF Assessment Prototype For Accountability Purposes	107
Getting Ready To Use the EFF Assessments for <i>Read With Understanding</i>	107
Guidelines for Selecting, Administering, Scoring and Reporting	111
Putting It All Together: How States, Programs and Classrooms Can Use EFF Standards and Assessments	116
How the System Works at the Classroom, Program and State Levels	124

Section 4:	
Guidelines and Materials for Training	125
Training People To Select, Administer, Score and Report Results	125
Section 5:	
Guide To Using EFF Assessments To Improve	
Teaching and Learning	132
Designing and Using Instructional Assessments	132
What Are EFF Instructional Assessments?	135
Using the EFF Specifications for Accountability Assessments	
To Develop Instructional Assessments	137
Procedures for Administering Instructional Assessments	139
Glossary	152
Acknowledgments	157
EFF Resources, Publications and Products	161
References	164

About This Guide

In January 2000, the National Institute for Literacy (NIFL) published *Equipped for the Future Content Standards: What Adults Need to Know and be Able to Do in the 21st Century*. Since then, people in states and adult education programs across the country who are using the 16 Equipped for the Future (EFF) Standards have been looking forward to the development of assessments that we can use to measure adults' performance on the Standards. This guide, which highlights the EFF approach to assessment and illustrates this approach with assessments and tools for the EFF *Read With Understanding* Standard, will enable people to do just that.

NIFL's goal in developing the Standards — the culmination of a long-term, collaborative research initiative — was to help improve the quality and results of the U.S. adult learning system through standards-based improvement. Policymakers and administrators knew that they would not be able to reap the full benefits of the Standards until they had assessments and an accountability framework that were aligned with the standards. Only then would there be the tools to fully implement this national consensus on what adults need to know and be able to do to be equipped for daily life in the 21st century.

Developing the Assessment Framework

For the last three years, the Equipped for the Future Assessment Consortium, led by SRI International and the Center for Literacy Studies at the University of Tennessee, Knoxville, has been coordinating an effort across the states to develop an assessment framework that would fit with our rigorous Standards for Standards and Guiding Principles for an Assessment Framework, developed by our partners in 1999.

We have worked systematically with development partners, including practitioners and their students, researchers, and assessment experts, to build a model for adult cognition and learning that would serve as foundation for assessments that are aligned with EFF Standards — assessments that allow teachers to measure and report on how well adults can use the integrated skill processes that make up the EFF Standards to reach goals and satisfy purposes in their lives.

In addition, we have defined the **EFF Continuum of Performance** and begun developing **levels of performance** for each of the 16 Content Standards. We began by focusing on the five EFF Standards that are central to the U.S. Department of

The 16 EFF Standards

The EFF Standards include four categories of skills that adults need to draw from to carry out key activities at home, at work and in the community:

Communication Skills

- Read With Understanding
- Convey Ideas in Writing
- Speak So Others Can Understand
- Listen Actively
- Observe Critically

Decision-Making Skills

- Solve Problems and Make Decisions
- Plan
- Use Math to Solve Problems and Communicate

Interpersonal Skills

- Cooperate With Others
- Guide Others
- Advocate and Influence
- Resolve Conflict and Negotiate

Lifelong Learning Skills

- Take Responsibility for Learning
- Learn Through Research
- Reflect and Evaluate
- Use Information and Communications Technology

Education's National Reporting System for the Adult Education and Family Literacy Act (Title II of the Workforce Investment Act), which will be of highest interest to states:

- Read With Understanding
- Use Math to Solve Problems and Communicate
- Listen Actively
- Speak So Others Can Understand
- Convey Ideas in Writing

Last year, acting on the guidance of a core group of our technical and policy advisors, we focused on developing a working model of accountability assessment for one EFF Standard — *Read With Understanding*. This model, called the **EFF Assessment Prototype**, includes sample tools that practitioners can use to assess adult achievements and mastery in *Read With Understanding* to meet accountability requirements for adult education programs. While programs will be able to use these tools now for the *Read With Understanding* Standard, our larger, long-term purpose in developing the prototype is twofold:

1. Creating a Model for Assessment Developers

The EFF Assessment Prototype is a standardized assessment system that assessment developers can use as a model to produce assessments for all 16 EFF Standards for accountability purposes — and can adapt to develop assessments for other purposes. The assessments will be aligned with specific EFF Standards. This prototype includes:

- A model of adult performance on the EFF Standards (the EFF Continuum of Performance)
- Performance-level descriptors for each EFF Standard
- Assessment design specifications for each level of performance
- Model assessment tasks and scoring rubrics for each level of performance

2. Guiding Policymakers and Practitioners

The EFF Assessment Prototype guides policymakers and practitioners in thinking about how standards and assessments can be used most effectively to support adult learning, teacher professional development and program improvement to produce higher levels of adult learning and achievement. This guidance includes:

- A model of standards-based educational improvement
- A discussion of our approach to developing assessments of performance on the EFF Standards
- Materials to support training and professional development in using EFF Standards and assessments for the purposes of accountability and educational improvement

About the EFF Assessment Consortium

The EFF Assessment Consortium is a partnership between SRI International (formerly the Stanford Research Institute, now an independent, not-for-profit research and development organization with headquarters in Menlo Park, Calif.) and the Center for Literacy Studies at the University of Tennessee, Knoxville.

NIFL funded the consortium to build on work toward defining an assessment framework for EFF Standards carried out by the Institute for Educational Leadership in 1999–2000. The consortium’s work also builds on and expands EFF field research to refine the EFF Standards and to define a continuum of performance for the Standards that has been coordinated by the Center for Literacy Studies since 1998. This includes the EFF/National Reporting System Joint Data Collection Project, supported in 2000–02 by NIFL and the U.S. Department of Education’s Division of Adult Education and Literacy in the Office of Vocational and Adult Education.

This project has been an important source of data for the consortium’s work on developing and validating an assessment framework for the 16 EFF Content Standards.

Guiding Principles for the Assessment Framework

1. The EFF Assessment Framework must address multiple purposes for assessment. The framework must provide for:

- Information on learner achievements and mastery that is useful to the learner as well as the teacher throughout the instructional process.
- Information about what adults can do that is credible to employers, educational institutions and policymakers, as well as to adult learners themselves.
- Information that is useful for program and system improvement and accountability.

2. To address these multiple purposes, the EFF Assessment Framework must support a multidimensional, flexible and systemic approach to assessment. Teachers and programs will be able to choose from a range of tools — to be identified or developed — that enable them to accurately measure performance against EFF Standards and that are linked to one another, so that multiple assessments can provide a rich portrait of competence.

3. The EFF Assessment Framework must address learning over a lifetime. Strategies for assessment and credentialing must take into account the fact that adults build skills over time (rather than all at once), in response to changes in their life situations. Certificates and other credentials must be modular, designed to define competence or mastery at a particular point, and within a framework that assumes continuing development of competence as skills, knowledge and understanding are further developed over time.

4. Since EFF standards define skills all adults need in order to carry out their roles as workers and members of families and communities, the EFF Assessment Framework must address a single continuum of performance for all adults — including those with only minimal formal education and those with many years of formal education, including advanced degrees.

5. Each level defined in the EFF Assessment Framework must communicate clearly what an adult at that level can do. Numerical levels don't communicate meaning to external audiences. Grade levels seem to communicate a common picture of performance, but in fact the meaning behind the labels vary widely from community to community and state to state. Grade levels are particularly misleading when applied to adult performance, since they focus on developmental skill levels that don't match the ways in which adults, with their broader background and range of experience, can combine skills and knowledge to perform effectively in daily life.

6. The levels defined in the EFF Assessment Framework must be explicitly linked to key external measures of competence (such as certificates of mastery, NAAL/IAL survey levels, diplomas and other credentials), and key pathways (e.g., entry to higher education and to employment as defined by occupational skill standards) **so that adults and systems can rely on them as accurate predictors of real-world performance.**

7. The levels defined in the EFF Assessment Framework must be the products of a national consensus-building process that assures portability of certificates and credentials.

8. Work on the development of this framework must maintain the strong customer focus that has distinguished the EFF Standards development process to date. It must be based on a broad, inclusive definition of maximizing accountability for all activities to all customers — starting with the adult learner.

How To Use This Guide

Whether you are a policymaker, a program manager, a teacher and/or an assessment developer, you will find this guide useful for your work in adult education.

If you want to understand the theoretical and research underpinnings of the EFF Assessment Approach — and get a broad overview of the work in this guide — turn to:

Section 1: The EFF Approach to Assessment

This section highlights the importance of aligning standards, assessments and accountability and describes our approach to developing assessments that are aligned with the EFF Standards.

This section also introduces a theory of action for standards-based educational improvement developed by the National Research Council (NRC) and explains how this theory of action has guided our development of accountability assessments for the EFF Standards.

If you want to know the details about the EFF Assessment Prototype — including its relationship to the U.S. Department of Education's National Reporting System — turn to:

Section 2: The Accountability Assessment Prototype for *Read With Understanding*

This section presents a comprehensive illustration of the EFF approach to assessment and standards-based educational improvement — our Assessment Prototype for *Read With Understanding*.

This section includes:

- Performance-level descriptions for *Read With Understanding*
- A chart showing correspondences between performance levels for EFF *Read With Understanding* and Educational Functioning Levels for the U.S. Department of Education's National Reporting System
- Design specifications for assessments of each of the EFF *Read With Understanding* performance levels, including a model assessment task, scoring rubric and scored samples of performance for each level

If you want to know how to use the EFF Assessment Prototype to develop assessments and report results, turn to:

Section 3: Guide To Using the EFF Assessment Prototype for Accountability Purposes

This section contains guidance for selecting, administering, scoring, interpreting and reporting results on EFF accountability assessments. This section also presents a set of three scenarios for how the assessments in the EFF Assessment Prototype might be used in a state agency, adult education program and classroom for reporting educational gains to the National Reporting System.

If you want to find out how to train teachers and administrators to use the EFF accountability assessments appropriately to ensure fair, valid and reliable results, turn to:

Section 4: Guidelines and Materials for Training

This section includes materials and guidelines for training teachers and others to administer, score and report scores on EFF accountability assessments.

If you want to learn how teachers and other literacy professionals can use the EFF Assessment Prototype to create assessments that improve instruction, turn to:

Section 5: Guide To Using EFF Assessments To Improve Teaching and Learning

This section provides information to guide teachers and others in designing and using assessments for instructional purposes to prepare adults for accountability assessments.

SECTION 1

The EFF Approach to Assessment

Adult learning theory and practical experience tell us that adult learning is goal-directed. Adults come to adult education programs to develop the skills they need to accomplish particular purposes, such as getting a better job. Improving performance on standardized tests of reading or math or other basic skills is not the most important goal for most adult learners. Adult education programs strive to provide adult learners with the opportunities they need to improve their knowledge, skills and abilities in ways that will help them to accomplish their life goals. Accountability for adult education programs can and should recognize the realities of adults' goals. Accountability can and should inform efforts to improve the effectiveness of adult education programs in helping adults meet their goals.

We developed the EFF Standards and the EFF approach to assessment for accountability and educational improvement to serve these ends.

Each EFF Standard is an applied learning standard that defines an integrated skill process that adults use to achieve goals or purposes in their lives. Applied learning standards require an approach to assessment that permits collection and evaluation of evidence that adults can purposefully apply their knowledge, skills and abilities to accomplish meaningful goals.

The first three Guiding Principles for the Assessment Framework (see page 4) call for developing a variety of linked, accurate measures of performance that can provide information that is useful for a variety of purposes and that can be used to mark points of achievement on a continuum of adult learning and development that extends over a lifetime. The most basic requirement for developing an assessment framework that lives up to these principles is aligning assessments to a common, well-articulated content framework — in this case the EFF Standards.

The assessments in the EFF Assessment Prototype illustrate how the EFF Assessment Framework can be applied to designing assessments for the *Read With Understanding* Standard for program accountability and improvement. To put the components of the prototype in perspective, it's important to understand how aligned standards, assessments and accountability work in supporting standards-based improvement.

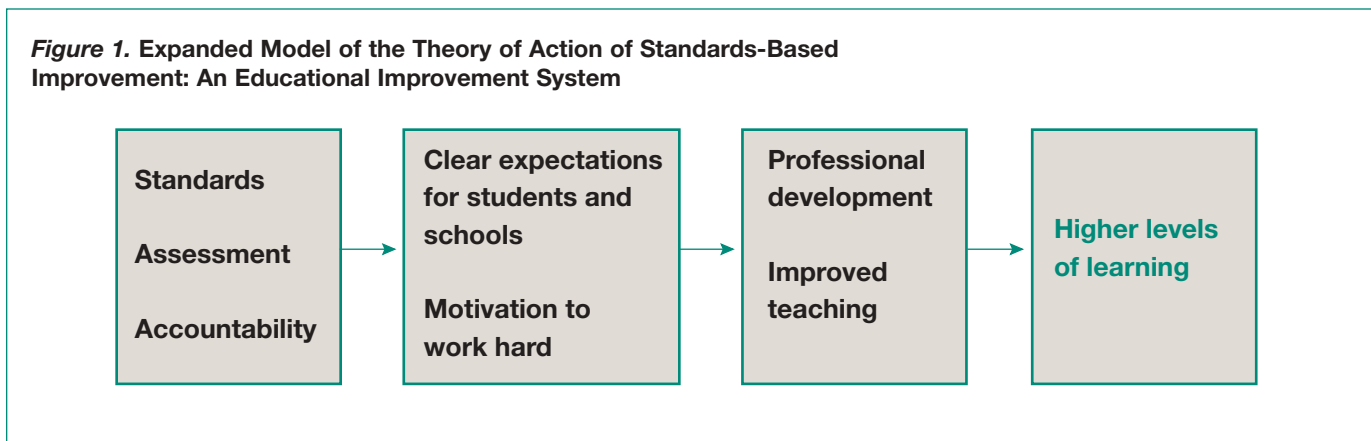
In this section you will learn about:

- **How the EFF Continuum of Performance describes key dimensions of adult learning**
- **How levels of performance reflect adults' increasing proficiency of each EFF Standard**
- **How the EFF performance descriptions facilitate assessment design**
- **Why performance assessments are appropriate for accountability and educational improvement**

How Standards-Based Improvement Works

The basic theory of standards-based improvement — that content standards, aligned assessments and accountability mechanisms will provide clear expectations for learning and the motivation that will lead to continually higher levels of learning and achievement — is a relatively recent and profound shift in educational thinking. Although the history of standards-based improvement is relatively short in K–12 schools and even shorter in adult basic education, there is an emerging body of research that reveals many important lessons about how and under what conditions standards-based improvement can work to produce higher levels of learning.

In 1997, the NRC Board on Testing and Assessment created a Committee on Title 1 Testing and Assessment to review available research and summarize findings on how the theory of standards-based improvement had played out in practice. In its report, *Testing, Teaching, and Learning: A Guide for States and School Districts* (NRC, 1999a), the committee paid particular attention to identifying the conditions under which standards-based improvement had been effective in leading to improved teaching and learning. They concluded that the original theory of how standards-based improvement works — with standards, assessments and accountability — needed to be expanded to capture the actual changes that distinguished successful from unsuccessful standards-based improvement efforts in practice (see Figure 1 below).



(NRC, 1999a, p. 20)

This expanded theory of action of standards-based educational improvement starts with alignment of standards, assessment and accountability requirements. For the theory to work in practice, both information and responsibility must be distributed throughout the system. Information about what students are expected to know and be able to do (standards), information about how this knowledge and ability will be measured (assessments), and information about how the results of such measures will be used (for accountability and to guide improvement) must be available to everyone — students, teachers, policymakers and the public. Likewise, responsibility for making use of information to improve educational quality must be shared throughout the system.

The expanded theory assumes that simply aligning standards, assessment and accountability will not necessarily lead to higher levels of learning. It is not enough

to clarify expectations for achievement — in the form of standards and assessments aligned with standards — and to motivate teachers to work harder by tying rewards and punishments to test results. A comprehensive educational improvement system must go further, providing educators (and everyone else) with both quality information about the kinds of educational practices that result in higher levels of student learning and opportunities for teachers to acquire the knowledge, skills and abilities they need to implement such practices (NRC, 1999a, p. 20–21).

The NRC model offers a vision of educational improvement that fits well with the EFF vision of standards-based improvement in adult education. Therefore, we have used the NRC model as a general guide in developing assessments to be used for accountability for adult performance on the EFF Standards. For standards-based improvement to work for both accountability and learning results in adult basic education, the first step is aligning assessments and accountability with standards that define what is important for adults to learn.

Aligning Standards and Assessments: Making Sure We Measure What We Value

One of the most fundamental problems with current accountability policies in adult basic education is that there is very little connection between curriculum content or learning goals of adults and the content of the tests used to report learning gains for accountability. In effect, our accountability systems value what we are able to measure rather than measuring what we value. To improve this situation, we need standards that define learning results that matter and assessments that are aligned with these standards. Under these conditions, accountability assessments can provide information that is meaningfully connected to instructional program quality.

How do we define the learning results that matter most in adult basic education? The EFF initiative approached this task through a long-term, participatory and consensus-building process that engaged educators, policymakers and content specialists in answering the complex question: What do adults need to know and be able to do to carry out their roles and responsibilities as workers, parents and family members, and citizens and community members?

The NRC's 1999 report, *How People Learn: Brain, Mind, Experience and School*, characterizes the changes in the demands of adult life in the last quarter of the 20th century as follows:

The skill demands for work have increased dramatically, as has the need for organizations and workers to change in response to competitive workplace pressures. Thoughtful participation in the democratic process has also become increasingly complicated as the locus of attention has shifted from local to national and global

What adults need to know and be able to do to meet the demands of life in the 21st century involves a broader range of skills, more complex skills and deeper content knowledge — as expressed in the EFF Content Standards — than current assessments are designed to measure.

concerns. Above all, information and knowledge are growing at a far more rapid rate than ever before in the history of humankind. (NRC, 1998, p. 3)

Not only are the skill demands for adults increasing; the time available for learning skills is limited. Most students who come to adult education have a long-term goal of earning a general equivalency diploma (GED) or high school diploma. Most also come with very specific short-term goals: passing the driver’s license exam, finding a job, helping their children do better in school, learning enough English to participate fully in American life. Roughly half of the adults served in U.S. adult basic education programs are in English as a second language (ESL) classes. Once they achieve their short-term goals, adults leave the learning program, returning when another learning need emerges in their lives. This pattern, which EFF calls “just-in-time-learning,” has been confirmed by a study of persistence supported by the National Center for the Study of Adult Learning and Literacy (Comings, Parella & Soricone, 1999).

We developed the EFF Standards to help adult literacy programs better address these very specific adult learning needs. By defining standards that focus on the integrated skill processes adults must use, EFF helps students develop a foundation they can use right away to carry out their daily responsibilities as parents, citizens and workers.

The 16 EFF Content Standards are markedly distinct from the definitions of basic skills or the lists of competencies that are the foundation for standardized tests used in adult basic education. Therefore, existing standardized tests do not align well with the EFF Standards. The lack of good assessments to measure applied skills is not a problem of adult education alone. The development of new assessments in both K–12 and adult education has not kept pace with current research-based knowledge of human learning, development and performance. According to assessment expert Robert Mislevy, “(I)t is only a slight exaggeration to describe the test theory that dominates educational measurement today as the application of 20th-century statistics to 19th-century psychology.” (1993, p. 19)

What adults need to know and be able to do to meet the demands of life in the 21st century involves a broader range of skills, more complex skills and deeper content knowledge — as expressed in the EFF Content Standards — than current assessments are designed to measure. Therefore, aligning assessments with the EFF Standards is not simply a matter of selecting among existing standardized tests. Instead, the EFF Assessment Framework can guide assessment developers and adult educators in creating the kinds of assessments that will measure performance on the EFF Standards. Specifically, the EFF Assessment Framework:

- Identifies **key dimensions of adult performance** that reflect current understandings of adult learning and development.
- Identifies “benchmarks,” or behavioral markers, that can be used to mark **levels of performance** that describe dimensions of proficiency on each standard.
- Uses the key dimensions of performance and levels of performance for each standard to create **design specifications for assessments**.

Key Dimensions of Adult Performance: The EFF Continuum of Performance

We looked to theory and research on how adults learn and develop expertise to identify key dimensions of adult performance. Specifically, we relied on the key characteristics of expert performance synthesized by the NRC Committee on Developments in the Science of Learning to define a coherent set of theory-based dimensions of performance that teachers could use to pay attention to key characteristics of learning that build expertise and enhance transfer of knowledge. (NRC, 1996)

Taken together, these four dimensions of performance provide a coherent, research-based picture of learning and developing proficiency on the Standards.

To make sure that the dimensions we defined would make sense to teachers, we reviewed descriptions of adult performance on the standards prepared by teachers in our field research sites in relation to the key characteristics of expert performance. Through this process, we developed this set of four theory-based, user-friendly dimensions to define a developmental continuum of performance on the EFF Standards:

■ Structure of Knowledge Base

The literature on expertise and transfer of knowledge asks us to think not only about what and how much someone knows (the number of facts, procedures, concepts and so on) but also how that knowledge is organized. The goal is to ensure that, as knowledge about a particular domain or skill grows, the structure of the knowledge base also develops, becoming increasingly coherent, principled, useful and goal-oriented. This means that what someone knows — at whatever level of knowledge — is organized for efficient retrieval and application in everyday life.

This dimension of performance focuses on three aspects of learning with understanding:

- A growing **knowledge base of facts** organized around core principles, concepts and procedures
- The ability to use a growing **range of cognitive strategies** to organize information into meaningful patterns
- The ability to use a growing **range of metacognitive strategies** to monitor and reflect on learning and performance.

■ Fluency of Performance

Drawing on the qualities of expert performance described above, we define fluency as the level of effort required for an adult to retrieve and apply relevant knowledge.

■ Independence of Performance

An important indicator of an adult's increasing skill is the extent to which he or she needs direction or guidance in using that skill. We use DeFabio's definition of independence for this dimension that emphasizes the importance of metacognition: "an individual's ability to select, plan, execute and monitor his or her own performance without reliance on the direction of others." (DeFabio, 1994, p. 42) Points along a skill development continuum for this dimension of performance would reflect a decreasing

need for assistance in carrying out these metacognitive functions, whether the adult is acting alone or in collaboration with others.

■ Range of Conditions for Performance

This dimension focuses both on how well an adult can use a skill and whether he or she can “transfer” learning from one context to another. Our concept of range includes variables related to both task and context. These variables include the type as well as the number of tasks and contexts in which an adult uses a skill, the degree of familiarity or unfamiliarity of a task or context, and the complexity of the task.

Taken together, these four dimensions of performance provide a coherent, research-based picture of learning and developing proficiency on the Standards. This model of adult performance guided our design of tasks, collection of data on adult performance on the EFF Standards and performance-level descriptions. (For details on field data collection and analyses, see *Equipped for the Future/National Reporting System Data Collection Project, 2000–2001: An interim report on the development of the Equipped for the Future Assessment Framework*, Equipped for the Future Assessment Consortium, July 2002).

Levels of Performance: Defining Proficiency on the EFF Standards

The Continuum of Performance for each EFF Standard provides a picture of what developing expertise looks like for adult learners using the standard. To create this picture, we arrayed along a continuum all the data that our teacher/ researchers provided about learner performance. Then we reviewed this

Each EFF performance level defines a key threshold in adult learning and development — characterized by observable changes in proficiency.

continuum, identifying commonalities across multiple reports of learner performance at a particular range on the continuum and looking for places in the data where multiple reports described a qualitative change in learners’ ability to use the standard. We marked such qualitative changes as a level. Thus, **each EFF performance level defines a key threshold in adult learning and development** — characterized by observable changes in proficiency.

In some cases we noticed five qualitative changes in learner performance along the continuum. In these cases, we created five levels. In other cases, we noticed six qualitative changes. In these cases, we created six levels.

The descriptions of performance at each EFF performance level focus on observable (and therefore measurable) changes in proficiency from one level to the next. The performance levels are like individual rungs on a ladder of increasing proficiency. Because we want to draw attention to the benchmarks (features of performance) that indicate change from one level to the next, we also do not repeat aspects of learner performance that remain the same from level to level.

There are six performance levels on the *Read With Understanding* Continuum of Performance. Each level provides a detailed description of what proficient performance of the Standard looks like at that level. These six performance levels do not make up the full lifelong learning continuum for *Read With Understanding*. Rather, they reflect the range of adult learner performance data that came from the wide variety of instructional settings for both adult basic education and ESL that we included in our field research.

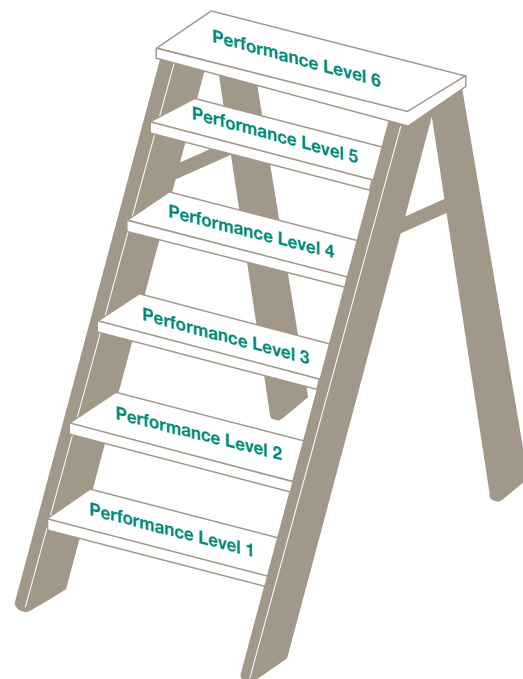
Each performance-level description for each EFF Standard is divided into three parts:

1. Defining the Standard

The performance-level description starts with the components of performance of the Standard. These components define the content Standard and they remain the same at each level of performance. Repeating the definition of the Standard serves as a reminder that the integrated skill process is constant across all levels, from novice to expert levels of performance. What changes from level to level is the growth and complexity of the underlying knowledge base and the resulting increases in fluency and independence in using the Standard to accomplish an increasing range and variety of tasks.

The definition of the Standard is a useful tool for communicating to adults and their teachers the essential features of the construct, or set of targeted abilities, for each Standard. By making it clear how the skill process is defined (or “unmasking the construct,” as described by Gitomer & Bennett, 2002), adult learners are better able to articulate their own learning goals for improving proficiency and teachers are better able to focus learning and instructional activities that build toward the goal of increasing ability to use the Standard to accomplish everyday activities. Here is how the Standard is defined for performance levels in *Read With Understanding*:

The performance levels are like individual rungs on a ladder of increasing proficiency.



Read With Understanding Performance Level 1

At this level, adults are able to:

Read With Understanding

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purposes.

2. Performance Indicators

Defining Key Knowledge, Skills and Strategies

Next, each performance-level description defines key knowledge, skills and strategies to be mastered for proficient performance at that level. These are the primary behavioral indicators (or benchmarks) of proficient performance on the standard at each level. This list is thus of central importance for designing assessments to measure performance on the Standard.

Because the performance levels are designed primarily as guides for assessment and not as a curriculum framework, the list does not specify details of knowledge, skills and strategies that might be studied and taught. Nonetheless, the list can serve as a way of identifying instructional objectives for each level and developing criteria for placement of learners in instructional levels. It also can be used by curriculum developers and teachers to set instructional objectives for each level and to develop more detailed curricula or learning plans that will help learners develop these abilities, meet the criteria and move on to the next level of expertise.

Here is how key knowledge, skills and strategies are defined for *Read With Understanding* Performance Level 1:

Use Key Knowledge, Skills and Strategies

Adults performing at this level are able to:

- Recognize everyday words or word groups in short, simple text by decoding letter-sound correspondence, isolating and saying first/last sounds, naming pictures to isolate and say initial sounds, sounding out words by segmenting words into separate sounds and syllables, combining or blending sounds, recognizing simple rhyming word patterns, or recalling oral vocabulary and sight words.
- Demonstrate familiarity with concepts of print, letter shapes, letter names and sounds (individual consonants and vowels, digraphs and blends), and common vocabulary.
- Monitor accuracy of decoding and word recognition using various strategies such as rereading or making word lists.
- Recall prior knowledge to assist in understanding information in the text.

Defining Fluency, Independence and Ability To Perform in a Range of Settings

Next, each performance-level description defines the fluency, independence and ability to perform in a range of settings expected for proficient performance on the Standard at each level. With the descriptions of key knowledge, skills and strategies, these descriptions serve as the primary behavioral indicators (benchmarks) of proficient performance at each level. These descriptions also provide a basis for designing learning, instruction and assessment that is appropriate to that level. Here is how fluency, independence and ability to perform in a range of settings are defined for *Read With Understanding* Performance Level 1:

Show Fluency, Independence and Ability To Perform in a Range of Settings

Adults performing at Level 1 can read and comprehend words in short, simple texts slowly and with some effort but with few errors, to independently accomplish simple, well-defined and structured reading activities in a few comfortable and familiar settings.

3. Examples of Proficient Performance

Finally, each performance-level description includes a short list of examples of the purposeful applications (activities) that an adult who is proficient at that level can accomplish. This list of examples is illustrative and not exhaustive. The list springs from actual reports from teachers of what adults can use the Standard to accomplish. These real-world examples are useful to adults and their teachers in making concrete the purpose and need for attaining increasing proficiency in performance on the Standard. The list of real-world accomplishments also provides guidance for selecting and designing content for instructional materials and assessments. Here are examples of proficient performance for *Read With Understanding* Performance Level 1:

Examples of Proficient Performance

Adults performing at Level 1 can read with understanding to accomplish a variety of goals, such as:

- Reading a grocery list and recognizing words and prices in a store ad to make decisions about what to buy.
- Reading personal names and addresses to make an invitation list.
- Reading product names and quantities to fill a purchase order.
- Reading names and office numbers to distribute interoffice mail to the correct locations.
- Reading personal information prompts to accurately fill out simple applications, registration forms and so on.
- Reading product and store names or symbols on signs and storefronts to identify places to shop.
- Reading months, days and dates on a personal calendar to identify and enter important events.

Design Specifications for Assessments: Collecting — and Interpreting — Evidence of Performance

Our approach to designing assessments of performance on the EFF Standards has been influenced by the principles of evidence-centered assessment design developed at Educational Testing Service (ETS) by Mislevy, Steinberg & Almond (1999) and by principles of model-based performance assessment developed by Baker (1998) and colleagues at the federally funded National Center for Research on Evaluation, Standards and Student Testing (CRESST), as well as by the broader trends and

We need to start the assessment design process with a clear understanding of the cognitive processes underlying proficient performance.

developments in cognitive science and educational measurement summarized in the NRC Committee on the Foundations of Testing publication, *Knowing What Students Know: The science and design of educational assessment* (2001).

The introduction to this NRC report notes that assessments, no matter how technically sound, are always imprecise to some degree. In the words of the NRC report, “an assessment result is an *estimate*, based on samples of knowledge and performance from the much larger universe of everything that a person knows and can do” (NRC, 2001, p. 37, emphasis in the original). In essence, assessments are tools that permit us to draw reasonable inferences about what a person knows and can do — and thus assessment is a process of “reasoning from evidence” (NRC, 2001, p. 38, citing Mislevy, 1994, 1996).

To ensure that the inferences we draw from assessment results are sound, we need to collect and interpret good evidence. What counts as good evidence depends upon what we believe about the nature of the competence we are attempting to measure in the assessment. In other words, we need to start the assessment design process with a clear understanding of the cognitive processes underlying proficient performance. This understanding or model of cognition will shape the design of observations to collect evidence of performance. The nature of evidence collected and the model of cognition that informs the collection of evidence will in turn shape the methods used to interpret the evidence as an indication of performance on the model of cognition.

The 2001 NRC report identifies three basic elements of good assessment:

- **Cognition:** the definition of the aspects of achievement to be assessed
- **Observation:** the definition of tasks that will be used to collect evidence about performance ability
- **Interpretation:** the methods used to analyze the evidence resulting from the performance on the tasks

These three elements are portrayed as an “assessment triangle” (see Figure 2) to emphasize the interrelationships among all three elements. According to the 2001 NRC report, no assessment can be designed and implemented without consideration of each of the three elements in the triangle. Making each element explicit and making sure that all three elements work well together is the key to good assessment.

Starting with Cognition: Know What You’re Measuring

In applying the principles of good assessment to the design of assessments of performance on the EFF Standards, we start with a model of cognition, which represents learning and development in a particular domain of performance, such as reading. Each EFF Content Standard defines an adult learning domain, which includes:

- The **EFF Standard and its components of performance**, which name and define the domain as a particular skill process
- The **four dimensions of the EFF Continuum of Performance**, which describe the general model of performance in each domain
- The **performance-level descriptors**, which identify the specific behavioral indicators on each of the four dimensions of performance (increasing depth and structure of the knowledge base and increasing fluency, independence and ability to perform in a range of conditions)

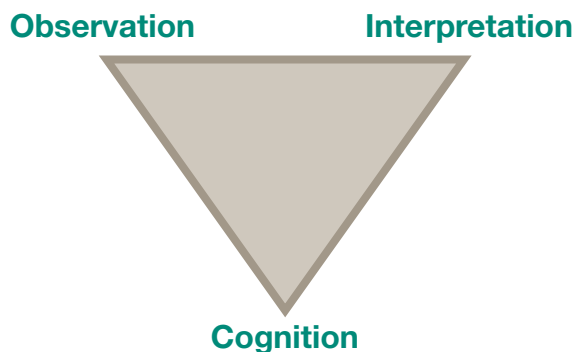
Taken together, the EFF Standard, the dimensions of performance and the performance-level descriptors for the standard represent a theory-based, empirically derived and field-tested model of how adults develop expertise in the domain defined by the EFF Standard.

From Cognition to Observation: Choose Appropriate Ways To Measure Performance

The next step in designing assessments of performance on the EFF Standards involves the observation corner of the triangle, which represents a set of beliefs about the kinds of tasks or situations that will best afford opportunities to observe and collect evidence on the important knowledge, skills and strategies of performance identified under cognition.

Because the EFF Standards are complex skill processes, we believe performance assessments are the most suitable method for observing and collecting evidence of performance on the standards. Performance assessments simulate the conditions in which key skills are used in real-world activities — optimizing the ability of the assessments to measure learning that will transfer to daily life.

Figure 2. The Assessment Triangle



(NRC, 2001, p. 39)

Performance assessments simulate the conditions in which key skills are used in real-world activities — optimizing the ability of the assessments to measure learning that will transfer to daily life.

Other forms of assessment may provide a partial measure of an EFF Standard. Assessments with a selected-response format, for example, have the advantage of ease of administration and easily achieved reliability in scoring. But they fall short in capturing comprehensive evidence of performance on tasks involving the purposeful and integrated application of a skills process as defined in the EFF Content Standards.

Over the years, there has been skepticism about using performance assessments for high-stakes testing. Indeed, performance assessments can be difficult and expensive to develop. Scorers require expertise and training. And educational attitudes and practices may stand in the way of the positive changes in teaching and learning that performance assessments can spur. Yet interest in performance assessments remains strong, largely due to the opportunities they provide to measure complex thinking and applied skills — as well as the way they can direct the attention of teachers and learners to important learning goals (such as integrating learning, solving problems and communicating effectively).

Taking a model-based approach makes it possible to overcome many of the drawbacks of performance assessment. A strong model of cognition — coupled with tight specifications for assessment design linked directly to that model — enables assessment developers to use the specifications continually to produce new performance tasks and scoring rubrics. This approach also enables teachers and others to use the model of cognition to incorporate important content into instructional activities and to monitor student learning (Baker, 1998).

ETS's evidence-centered design and CRESST's model-based performance assessment focus on laying out a detailed template or paradigm that serves as the basis for structuring tasks and collecting and evaluating complex performance evidence in ways that support inferences or conclusions about what a person is able to do.

In our adaptation of these two approaches, we created a template of generic design specifications for accountability assessments. An example of the generic design specifications for Performance Level 3 of the EFF Standard *Read With Understanding* is on the following page.

Performance Level 3. Design Specifications for Accountability Assessment: *Read With Understanding*

Characteristics of Assessment Tasks

Actions (Performance Goals): Reading and understanding printed text to make a decision or accomplish an action

Type of Texts: Multiple pages of simply written and simply structured continuous text on high-interest subjects (excerpts from informational texts geared at lower-level readers, such as a simple handbook about job benefits)

Content: Common, high-interest vocabulary

Environment: A range of comfortable and familiar settings

Duration: No more than two hours

Materials: Selected or prepared text(s), simple question/answer sheets, documentation forms

Knowledge and Strategies Assessed at This Level

- Decoding and recognizing mostly everyday words, but also some new and polysyllabic words, by drawing on prior familiarity with content and oral vocabulary, breaking words into parts, applying pronunciation rules, and adjusting reading pace
- Familiarity with common, high-interest content (such as job benefits); related vocabulary; and pronunciation rules
- Monitoring and enhancing comprehension by using a range of simple strategies such as recalling, restating, rephrasing, explaining the content of the text or using simple examples
- Activating prior knowledge and combining it with new information

Evidence

Observations: Oral reading; oral answers to questions about reading

Work Products: Short written answers to questions about reading

Task Structure: Tasks are simple, well defined and highly structured

From Observation to Interpretation: Making Valid, Reliable Inferences About Performance

Performance assessments produce evidence — observations and work products — that enable us to make inferences about an adult’s ability to perform on the skills that constitute the standards.

To interpret the evidence and make a judgment about cognition, the EFF specifications for assessment design include a template for the scoring rubrics that should be used to evaluate the performance evidence produced by tasks. Here is an example of a task-specific scoring rubric for *Read With Understanding*, Performance Level 3:

The EFF Content Standards, performance descriptions, specifications for assessment design and scoring rubrics are tightly aligned, which will enable assessment developers to create reliable performance assessments.

Scoring Rubric Template for Accountability Assessment: *Read With Understanding* Performance Level 3

Unable to Score	Beginning	Proficient	Advanced
	<ul style="list-style-type: none"> Decodes and recognizes some but not all new words 	<ul style="list-style-type: none"> Decodes and recognizes mostly everyday words, but also some new and polysyllabic words, by drawing on prior familiarity with content and oral vocabulary, breaking words into parts, applying pronunciation rules, and adjusting reading pace 	<ul style="list-style-type: none"> Easily decodes and recognizes new words
	<ul style="list-style-type: none"> May not always successfully use monitoring strategies 	<ul style="list-style-type: none"> Monitors and enhances comprehension by use of a range of simple strategies such as recalling, restating, rephrasing, explaining the content of the text or using simple examples 	<ul style="list-style-type: none"> Easily uses monitoring strategies and adjusts strategies as needed
	<ul style="list-style-type: none"> May have difficulty combining prior knowledge with new information 	<ul style="list-style-type: none"> Activates prior knowledge and combines it with new information 	<ul style="list-style-type: none"> Combines prior knowledge with new information and begins to draw inferences based on combined information
	<ul style="list-style-type: none"> Decodes and recognizes words slowly and hesitantly at first; may need more than one attempt, but completes the task with some direction and support and with some errors 	<ul style="list-style-type: none"> Decodes and recognizes words accurately and easily; completes task with little direction or support and with few errors 	<ul style="list-style-type: none"> Decodes and recognizes words without hesitation comfortably; completes task without direction or support and without major errors

Together, the generic design specifications and the task-specific scoring rubrics provide the methods and tools for designing assessments, collecting evidence of performance and drawing inferences about an adult’s level of proficiency on an EFF Standard. The generic design specifications are based on the knowledge and strategies to be assessed at each performance level — and the specifications are linked directly to evidence of performance from the assessment task.

The EFF Content Standards, performance descriptions, specifications for assessment design and scoring rubrics are tightly aligned, which will enable assessment developers to create reliable performance assessments. Still, because of individual differences among assessors, all observations and interpretations are fallible to some degree. Therefore, we recommend building in cross checks and redundancy in our methods of scoring assessments and using assessment results to make decisions about proficiency levels. Specifically, we recommend:

- **At least three assessments** on every EFF Standard. Multiple measures are always preferable to determine an adult's performance level in accountability assessments
- **Two independent ratings** of performance evidence. Reliability of scoring is critical for high-stakes uses of EFF accountability assessments

Tests and assessments used in adult education need to provide results that are accurate for all types of learners in the system. Ensuring fairness of tests and assessments used for any purpose requires careful attention to the consequences of test use and interpretation. Fairness means looking for evidence that patterns of assessment results reveal bias in favor of one group of learners over another. If such evidence is found, the assessment should be examined closely to identify (and eliminate) any features unrelated to the key knowledge and skills that the assessment is meant to measure that can be shown to bias results in favor of one group of test takers over another.

These and other aspects of administering, scoring and reporting EFF assessments for accountability are described in more detail in Section 3.

How Can Assessments of the EFF Standards Support Both Accountability and Instructional Improvement?

Almost everyone would agree in theory that the ultimate goal of holding adult education programs accountable for achieving learning results is to make high-quality learning opportunities more broadly available. But accountability mechanisms that simply identify programs that succeed in order to sustain them and identify those that fail in order to eliminate them do not necessarily provide information that can be used for program improvement. Achieving continuing improvement in adult basic education and reaching higher levels of adult learning is possible when the content of accountability assessments is aligned with standards for curriculum and instruction, when the meaning of assessment results is clearly and easily understood by all, and when results are fair to all.

This is what we have set out to accomplish in designing assessments for the EFF Standards and in developing the components of the *Read With Understanding* Assessment Prototype.

As the NRC (1999a) makes clear in its expanded model of standards-based educational improvement (see Figure 1 on page 8), however, professional development and improved teaching are critical to supporting higher levels of learning as well. Here too, alignment is paramount to success.

- First, aligning standards that reflect important knowledge and skills with assessments that fully capture this content and provide a complete picture of the learning that occurs in adult basic education.
- Second, aligning professional development with research-based knowledge about effective instructional practices. This alignment fosters the environment teachers need to change and improve instructional practices.

Transparency and information sharing are additional requirements for the effective functioning of standards-based improvement. All stakeholders — adult learners, teachers, program managers, policymakers and the public — need to understand what the results of accountability tests mean and how these results can be used to indicate program quality and to guide instructional improvement. This means that the results of assessments used for accountability need to be transparent — easily and clearly understood by all. A strong and well-defined cognitive process model communicates clearly what adults should know and be able to do in key content areas.

Transparency makes it possible to use the assessment triangle — cognition, observation and interpretation — to build assessment tasks and scoring rubrics that reflect clearly defined models of learning and development. Curriculum and instruction also can be built around these same models of learning and development, while professional development for teachers can focus on effective strategies for teaching to clearly defined models of learning and development. This is why “unmasking the construct” is so important in high-stakes assessment.

The EFF levels of performance illustrate how transparency works to improve teaching and learning as well as accountability:

- **Learners** (alone or with the teacher) can use the performance levels to identify where they are and where they need to go.
- **Teachers** can use the performance levels to guide instruction by focusing on key knowledge, skills and strategies and to guide observations and informal evaluations of student progress in performance on the standard.
- **Program directors** can work with teachers to use the performance levels as a guide to identify areas for staff development for effective instruction.

Finally, states and programs can use the information provided by accountability assessments as a reality check on their opportunities for adult learners. While fairness of test results depends on the features of assessments and the interpretation of results, fairness cannot be achieved without a fair distribution of teaching and learning opportunities — a process that transparency and information sharing facilitate.

In Sections 2 and 3, we will show how we have applied cognitive theory and developed assessments to meet accountability demands in adult basic education and ESL programs. Section 2 provides details on the EFF Assessment Prototype for the EFF *Read With Understanding* Standard. Section 3 provides practical guidance for using the EFF Assessment Prototype for assessment and accountability reporting of learning on the EFF Standards.

SECTION 2

The Accountability Assessment Prototype for *Read With Understanding*

The EFF Assessment Prototype is a standardized, alternative assessment system designed for use in adult education. The prototype includes a collection of tools and guidance to help adult education programs and states assess educational gains in reading to meet the requirements of the U.S. Department of Education's National Reporting System. These tools and guidelines also can be adapted and used to develop assessments on other EFF standards.

The tools in the EFF Assessment Prototype include performance-level descriptions that describe key features of proficiency, assessment task specifications to guide the development of performance-based assessments for each performance level, a scoring rubric and model assessment task for each level, and an initial set of 30 performance-based assessments that are designed to meet National Reporting System requirements for standardized alternative assessment and reporting of educational gains in reading. The assessment prototype is a demonstration of the EFF approach to assessment for standards-based accountability and educational improvement. As such, the prototype can serve as a model that test developers can use to expand the range of assessment tools available for accountability and standards-based improvement.

A Secure, Password-Protected Web Site

The initial set of 30 secure assessment items (five at each of the six performance levels) for *Read With Understanding* is available on our secure, password-protected Web site. Access to these assessment items will be provided to state adult education agency staff, adult education program staff, and others who request and are approved for access by the EFF Assessment Consortium.

EFF Performance Levels Align With the National Reporting System

In developing EFF performance levels, our goal was to make it possible for programs to report learner progress in using EFF Standards on the Educational Functioning Levels in the National Reporting System developed by the Division of Adult Education and Literacy, Office of Adult and Vocational Education, U.S. Department of Education.

In our earlier work, we engaged 100 practitioners in five states in collecting learner performance data so we could develop EFF performance levels that truly reflected adult

In this section you will learn about:

- The relationship between the EFF performance levels and the U.S. Department of Education's National Reporting System
- The six performance levels for the EFF *Read With Understanding* Standard
- Assessment design specifications, model assessment tasks and scoring rubrics for each of the six performance levels

development. In 2000, the Division of Adult Education and Literacy at the U.S. Department of Education began to support our research for a separate but related purpose of its own. Many states had been using these Educational Functioning Levels for a purpose for which they were not intended — as benchmarks for knowledge and skills that adult learners should be expected to master to move from one level to the next. The U.S. Department of Education’s Division of Adult Education and Literacy asked us to use our research data to enrich and enlarge the existing Educational Functioning Level descriptions, with the goal of making them robust enough to serve the purposes states wanted them for — as benchmarks of standardized assessment of adult learning and reporting of adult learning.

To map the EFF *Read With Understanding* Standard to the National Reporting System, we first validated our descriptions of knowledge, skills and abilities at each performance level of the EFF Continuum of Performance. Then, we compared the content of each EFF performance level to the related knowledge, skills and abilities described in the National Reporting System Educational Functioning Levels. Table 1 shows the results of this effort. Each EFF performance levels marks an exit point for a National Reporting System Educational Functioning Level. This means that when an adult has demonstrated mastery of the proficiency in reading defined in an EFF performance level, the adult can be considered to have moved up one Educational Functioning Level.

Table 1: Correspondences Between EFF and the National Reporting System

<i>EFF Continuum of Performance...</i>	...defines an exit point for the National Reporting System Adult Basic Education (ABE) Educational Functioning Level	...defines an exit point for the National Reporting System English as a Second Language (ESL) Educational Functioning Level
<i>Read With Understanding</i> Performance Level 1	Beginning ABE Literacy	Beginning ESL
<i>Read With Understanding</i> Performance Level 2	Beginning Basic Education	Low Intermediate ESL
<i>Read With Understanding</i> Performance Level 3	Low Intermediate Basic Education	High Intermediate ESL
<i>Read With Understanding</i> Performance Level 4	High Intermediate Basic Education	Low Advanced ESL
<i>Read With Understanding</i> Performance Level 5	Low Adult Secondary Education	High Advanced ESL
<i>Read With Understanding</i> Performance Level 6	High Adult Secondary Education	

The EFF performance levels are relevant to the assessment and reporting requirements of the National Reporting System for both adult basic education and ESL. Adults who meet the EFF Standards at Performance Level 1, for example, are ready to exit Beginning ABE Literacy or Beginning ESL, the corresponding National Reporting System Educational Functioning Levels. For reporting purposes, they can be classified at the Beginning Basic Education or Lower Intermediate ESL levels.

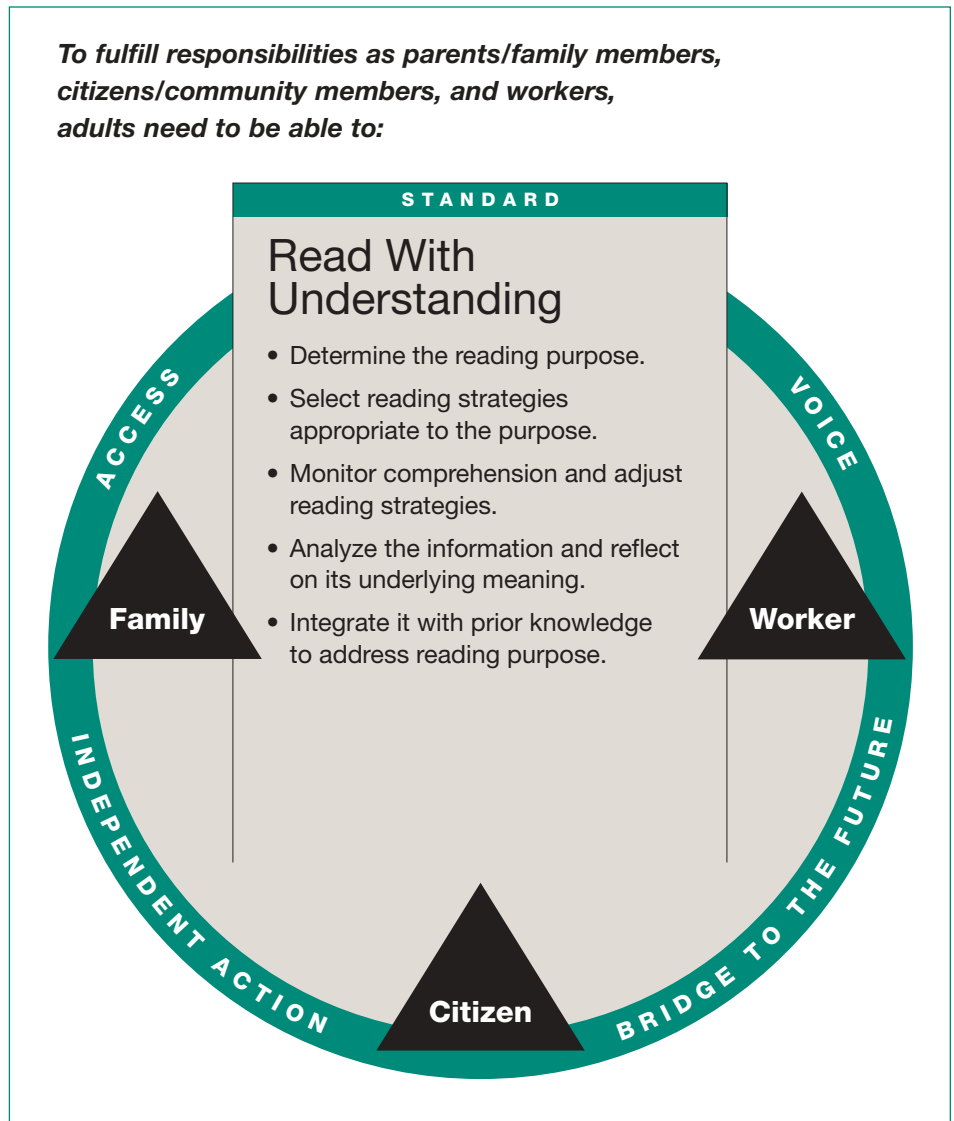
Next, we'll turn our attention to the specific details of the *Read With Understanding* performance levels and our assessment prototype for this EFF standard.

The EFF Standard *Read With Understanding*

Our assessment prototype builds on the EFF Standard *Read With Understanding* and on six performance levels we've developed for the *Read With Understanding* Continuum of Performance. We'll describe the six performance levels beginning on page 27. First, though, recall the definition of the EFF Standard *Read With Understanding* (at right).

This definition — developed with input from expert instructors, reading specialists and researchers in adult basic literacy and ESL — characterizes reading proficiency for adults, who read to accomplish tasks in the real world.

The focus of the *Read With Understanding* Standard, in fact, is the ability to perform tasks that require effective interaction with print. What happens between determining the reading purpose and achieving that purpose is a complex cognitive and behavioral process that involves a reader interacting with a text and a reading activity. The proficient adult reader must have and be able to apply knowledge, skills, abilities (especially strategic abilities) and other characteristics (including motivation) to interact with printed materials (in various formats and at various levels of complexity) to accomplish a range of reading activities, each of which is shaped by its social and cultural context.



Guide to Reading Performance-Level Descriptions

The EFF Standard

The components of performance define the Standard. **The definition of the Standard remains the same at each level of the continuum**, serving as a constant reminder to teachers and adult learners of the integrated skills the Standard represents.

Performance-Level Descriptions on the *Read With Understanding* Continuum of Performance

As we discussed in Section 1 on page 14, performance-level descriptions for EFF Standards include:

LEVEL INDICATORS

■ Use Key Knowledge, Skills and Strategies

A list of knowledge, skills and strategies to be mastered characterizes performance on the standard at each level of proficiency. This list of learning and instructional objectives provides the foundation for developing:

- Criteria for placing adults in reading instructional levels
- Specifications for assessments to monitor their progress in acquiring the reading knowledge, skills and strategies associated with each level
- Specifications for assessments to measure attainment of proficiency in reading with understanding at each level

■ Fluency, Independence and Ability To Perform in a Range of Settings

A description of aspects of fluency, independence and range of performance characterizes skills to be mastered at each level of proficiency. Like the list of key knowledge, skills and strategies, this description helps teachers and assessors design appropriate learning, instruction and assessment for each level.

EXAMPLES OF PROFICIENT PERFORMANCE

This list of activities that adults can accomplish at each level of proficiency is illustrative, not exhaustive. The examples make clear and concrete to adult learners and their teachers the increasing sophistication of purposes and tasks that can be achieved as knowledge and skills increase — and they motivate adults to reach for higher levels of proficiency. The list of real-world accomplishments also provides guidance for selecting and designing instructional materials and assessments.

EFF Standard*How adults at Level 1***Read With Understanding**

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

PERFORMANCE LEVEL 1*Read With Understanding*Exit point for National Reporting System **Beginning ABE Literacy** and **Beginning ESL****LEVEL 1 INDICATORS****■ Use Key Knowledge, Skills and Strategies***Adults performing at Level 1 can:*

- Recognize everyday words or word groups in short, simple text by decoding letter-sound correspondence, isolating and saying first and last sounds, naming pictures to isolate and say initial sounds, sounding out words by segmenting words into separate sounds and syllables, combining or blending sounds, recognizing simple rhyming word patterns, or recalling oral vocabulary and sight words.
- Demonstrate familiarity with concepts of print, letter shapes, letter names and sounds (individual consonants and vowels, digraphs and blends), and common vocabulary.
- Monitor accuracy of decoding and word recognition using various strategies, such as rereading or making word lists.
- Recall prior knowledge to assist in understanding information in the text.

■ Show Fluency, Independence and Ability To Perform in a Range of Settings

Adults performing at Level 1 can read and comprehend words in short, simple texts slowly and with some effort but with few errors, to independently accomplish simple, well-defined and structured reading activities in a few comfortable and familiar settings.

LEVEL 1 EXAMPLES OF PROFICIENT PERFORMANCE

Adults performing at Level 1 can read with understanding to accomplish a variety of goals, such as:

- Reading a grocery list and recognizing words and prices in a store ad to make decisions about what to buy.
- Reading personal names and addresses to make an invitation list.
- Reading product names and quantities to fill a purchase order.
- Reading names and office numbers to distribute interoffice mail to the correct locations.
- Reading personal information prompts to accurately fill out simple applications, registration forms and so on.
- Reading product and store names or symbols on signs and storefronts to identify places to shop.
- Reading months, days and dates on a personal calendar to identify and enter important events.

EFF Standard*How adults at Level 2***Read With Understanding**

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

PERFORMANCE LEVEL 2*Read With Understanding*

Exit point for National Reporting System **Beginning Basic Education** and **Low Intermediate ESL**

LEVEL 2 INDICATORS**■ Use Key Knowledge, Skills and Strategies***Adults performing Level 2 can:*

- Decode and recognize everyday, simple words in short, simple text by breaking words into parts, tapping out/sounding out syllables, applying pronunciation rules, using picture aids, and recalling oral vocabulary and sight words.
- Demonstrate familiarity with simple, everyday content knowledge and vocabulary.
- Locate discrete items of information in simplified text.
- Monitor and enhance comprehension using various strategies, such as rereading, restating, copying and rephrasing text; making a list of new words; or using a simplified dictionary.
- Recall prior knowledge to assist in selecting texts and in understanding the information they contain.

■ Show Fluency, Independence and Ability To Perform in a Range of Settings

Adults performing at Level 2 can read and comprehend words in small blocks of simple text, slowly but easily and with few errors, to independently accomplish simple, well-defined and structured reading activities in a range of comfortable and familiar settings.

LEVEL 2 EXAMPLES OF PROFICIENT PERFORMANCE

Adults performing at Level 2 can read with understanding to accomplish a variety of goals, such as:

- Reading aloud a picture book with very simple text to a young child.
- Reading a short narrative about a community concern to identify and think about personal community issues.
- Reading about entry-level job duties to decide whether to apply.
- Reading simple greeting cards to choose an appropriate card for a friend.
- Reading a simple chart about job benefits to figure out if hospitalization is covered.
- Reading utility bills to understand how and when to pay them.
- Reading short narratives about immigrant experiences to reflect on and learn about personal heritage.
- Reading the weather forecast in the newspaper to decide on appropriate clothes for a weekend trip.

EFF Standard*How adults at Level 3***Read With Understanding**

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

PERFORMANCE LEVEL 3*Read With Understanding*

Exit point for National Reporting System **Low Intermediate Basic Education** and **High Intermediate ESL**

LEVEL 3 INDICATORS**■ Use Key Knowledge, Skills and Strategies***Adults performing at Level 3 can:*

- Decode and recognize most everyday and some unfamiliar words in short to medium-length text by drawing on content knowledge and oral vocabulary, breaking words into parts, applying pronunciation rules, and adjusting reading pace.
- Demonstrate familiarity with common, high-interest content knowledge and related vocabulary.
- Locate important information in simple text using some simple strategies.
- Monitor and enhance comprehension by using a range of simple strategies, such as recalling, restating, rephrasing, explaining the content of the text or using simple examples.
- Actively apply prior knowledge to assist in understanding information in texts.

■ Show Fluency, Independence and Ability To Perform in a Range of Settings

Adults performing at Level 3 can quickly and accurately read and comprehend words and word groups in multiple pages of simple text to independently accomplish simple, well-defined and structured reading activities in a range of comfortable and familiar settings.

LEVEL 3 EXAMPLES OF PROFICIENT PERFORMANCE

Adults performing at Level 3 can read with understanding to accomplish a variety of goals, such as:

- Reading about a company's job benefits to make decisions about personal choice of benefits.
- Reading a short story about how cultural differences can lead to conflict to reflect on and make decisions about personal issues.
- Reading a minimum-wage poster to determine if a job wage is legal.
- Reading a short story about losing a job to reflect on the ways job loss can affect family relationships.
- Reading citizenship application procedures to help someone decide whether to pursue citizenship.
- Reading housing rental ads to compare housing options and make a decision about which house is better for a family.

EFF Standard*How adults at Level 4***Read With Understanding**

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

PERFORMANCE LEVEL 4*Read With Understanding*

Exit point for National Reporting System **High Intermediate Education** and **Low Advanced ESL**

LEVEL 4 INDICATORS**■ Use Key Knowledge, Skills and Strategies***Adults performing at Level 4 can:*

- Recognize unfamiliar and some specialized words and abbreviations using word analysis or inference.
- Demonstrate familiarity with everyday and some specialized content knowledge and vocabulary.
- Locate important information in text using a wide range of strategies.
- Monitor and enhance comprehension using a range of strategies, such as posing and answering questions, trial and error, and adjusting reading pace.
- Organize information using some strategies, such as recall, restatement, simple sequencing and simple categorization.
- Actively apply prior knowledge to assist in understanding information in texts.

■ Show Fluency, Independence and Ability To Perform in a Range of Settings

Adults performing at Level 4 can read and comprehend a variety of texts at an appropriate pace and with good comprehension to independently accomplish structured reading activities in a variety of familiar settings.

LEVEL 4 EXAMPLES OF PROFICIENT PERFORMANCE

Adults performing at Level 4 can read with understanding to accomplish a variety of goals, such as:

- Reading fast food nutrition charts to choose a meal that is low in fat.
- Reading brief newspaper editorials on opposing sides of a subject of interest to clarify a personal opinion on the subject.
- Reading newspaper advice columns to stimulate thinking about personal issues.
- Reading *TV Guide* to determine if specific movies are appropriate for children.
- Reading information about labor unions to make a decision about joining a union.
- Reading a magazine about typical behavior for toddlers to figure out how to deal with a two-year-old's tantrums.
- Reading a brochure from a health clinic to learn about signs of depression and helpful tips for dealing with it.

EFF Standard*How adults at Level 5***Read With Understanding**

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

PERFORMANCE LEVEL 5*Read With Understanding*

Exit point for National Reporting System **Low Adult Secondary Education** and **High Advanced ESL**

LEVEL 5 INDICATORS**■ Use Key Knowledge, Skills and Strategies***Adults performing at Level 5 can:*

- Recognize and interpret abbreviations and specialized vocabulary.
- Demonstrate familiarity with everyday and some specialized content knowledge and vocabulary and with paragraph structure and document organization.
- Locate important information, read identified sections for detail and determine missing information using a wide range of strategies.
- Monitor and enhance comprehension using a wide range of strategies.
- Organize and analyze information and reflect upon its meaning using a range of strategies such as classification, categorization and comparison/contrast.
- Evaluate prior knowledge against new information in texts to enhance understanding of the information.

■ Show Fluency, Independence and Ability To Perform in a Range of Settings

Adults performing at Level 5 can read and comprehend dense or multipart texts at an appropriate pace and with good comprehension to independently accomplish structured, complex reading activities in a variety of familiar and some novel settings.

LEVEL 5 EXAMPLES OF PROFICIENT PERFORMANCE

Adults performing at Level 5 can read with understanding to accomplish a variety of goals, such as:

- Reading over-the-counter medicine labels to choose the right product for a sick child.
- Reading a magazine article about home Internet connection providers to analyze the options described and select a provider.
- Reading information about advertising techniques and analyzing the ways advertisers persuade consumers to buy their products to become better informed about a purchase.
- Reading a campus safety brochure to be aware of a school's rules, regulations and resources available for students.
- Reading information from the Occupational Safety and Health Administration about noise exposure to solve a problem at work.
- Reading a self-help book about family finances to find ways to save money.
- Reading information about voter eligibility to decide if one is eligible to vote in an upcoming election.
- Reading instructions from a Web site for job seekers to find information and advice on effective résumé writing.

EFF Standard*How adults at Level 6***Read With Understanding**

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

PERFORMANCE LEVEL 6*Read With Understanding*Exit point for National Reporting System **High Adult Secondary Education****LEVEL 6 INDICATORS****■ Use Key Knowledge, Skills and Strategies***Adults performing at Level 6 are able to:*

- Recognize and interpret terms, signs, symbols, acronyms and abbreviations.
- Demonstrate familiarity with extensive specialized content knowledge and vocabulary and with the organization of long, complex prose and complex documents.
- Use a wide range of strategies to guide reading of long texts.
- Locate both directly stated and implied important information.
- Monitor and enhance comprehension using a wide range of strategies, such as brainstorming and question formulation techniques.
- Organize and analyze information and reflect upon its meaning using a wide range of strategies, such as applying relevant information to multiple scenarios, summarizing, and drawing “big picture” conclusions and generalizations from detailed reading.
- Integrate prior knowledge with new information in texts to develop deep understanding of the information.

■ Show Fluency, Independence and Ability To Perform in a Range of Settings

Adults performing at Level 6 can read and comprehend long, complex texts at an appropriate pace and with good comprehension to independently accomplish structured or unstructured complex reading activities in a variety of familiar and novel settings.

LEVEL 6 EXAMPLES OF PROFICIENT PERFORMANCE

Adults performing at Level 6 can read with understanding to accomplish a variety of goals, such as:

- Reading information about financial aid for higher education to decide whether to apply for loans and to understand options available if applying for aid.
- Reading a brochure on workplace medical benefits to distinguish differences between types of plans available and choose the best personal family plan.
- Reading newspaper editorials that take opposite stands on the same issue and decide which argument is more persuasive to develop a personal position on the issue.
- Reading a consumer guide about long-distance telephone services to choose a personal home service.
- Reading a journal article on childhood bullying to get ideas about how to cope with a child’s bullying behavior.
- Reading data sheets on material safety to get guidance about safely handling toxic materials in the workplace.
- Reading a company’s employee handbook to get up-to-date information about the company’s employment leave policies.

Design Specifications for Accountability Assessments

Our assessment design specifications for the EFF Standard *Read With Understanding* provide detailed guidelines for developing tasks and scoring rubrics that can be used as accountability measures for each level of performance. These guidelines are useful to assessment developers who want to design formal assessments for accountability purposes and can also be used by teachers who want to create informal assessments to use for instructional purposes.

Specifically, we build on the descriptions of fluent and independent use of knowledge and strategies at each level of the EFF Continuum of Performance to describe the **characteristics of high-quality assessment tasks** in terms of:

Actions or Performance Goals
Content
Environment
Duration
Materials
Structure and Process

For each of the six performance levels, our design specifications also describe:

- **Knowledge and strategies** that should be assessed
- **Types of evidence — work products and observations** — that can be used to evaluate performance
- Guidelines for scoring performance in the form of a **scoring rubric template** that describes the qualities of a proficient performance as well as the qualities of performances that fall just below (beginning) and just above (advanced) proficiency

A proficient performance on an assessment task provides evidence that an adult learner is performing at the level that the task was designed to measure. A beginning (below proficient) level of performance may indicate that the adult learner should be tested on a task designed to measure performance at the next lower level. An advanced (above proficient) level of performance may indicate that the adult learner should be tested on a task at the next higher level.

Design Specifications and Scoring Rubric Templates for Accountability Assessments

PERFORMANCE LEVEL 1: *Read With Understanding*

Characteristics of Assessment Tasks

Action — Performance Goal. Gathering information from print to get ready to make a decision or accomplish an action

Type of Text. Short, simple, high-interest texts (simple personal lists, personal names and addresses, grocery ads, signs, packages)

Content. Simple, familiar vocabulary

Environment. One or more comfortable, familiar settings

Estimated Time To Complete Task. Up to one hour

Materials. Specific text(s), documentation forms

Knowledge and Strategies Assessed at Performance Level 1

- Recognizing everyday words or word groups in simple text by decoding letter-sound correspondence, isolating and saying first and last sounds, naming pictures to isolate and say initial sounds, sounding out words by segmenting words into separate sounds and syllables, combining or blending sounds, recognizing simple rhyming word patterns, or recalling oral vocabulary and sight words
- Demonstrating familiarity with concepts of print, letter shapes, letter names and sounds (individual consonants and vowels, digraphs and blends), and common vocabulary
- Monitoring accuracy of decoding and word recognition using various strategies, such as rereading or making word lists
- Recalling prior knowledge to assist in understanding information in the text

Evidence

Observations. Oral reading; oral answers to questions about reading

Work Products. Word lists, oral or graphic word matches on simple lists, forms, advertisements, and other simple print contexts

Task Structure

Tasks are simple, well defined and highly structured

Scoring Rubric Template — EFF Performance Level 1			
Unable to Score	Beginning	Proficient	Advanced
	<ul style="list-style-type: none"> Recognizes some but not all letter/sound relationships, some syllables, and words or word groups 	<ul style="list-style-type: none"> Recognizes letter-sound relationships, some syllables, and words or word groups (two-to-three-word items), using such strategies as isolating and saying first and last sounds, naming pictures to isolate and say initial consonants, sounding out words by segmenting words into separate sounds or syllables, combining or blending sounds, recognizing simple rhyming word patterns, using oral vocabulary, and memorizing sight words 	<ul style="list-style-type: none"> Easily recognizes letter-sound relationships, syllables, and some words or word groups
	<ul style="list-style-type: none"> May not always accurately list new words or reread words in a new print context 	<ul style="list-style-type: none"> Effectively monitors retention of letter-sound and word recognition by accurately listing new words or rereading words in more than one print context 	<ul style="list-style-type: none"> Easily and accurately lists new words or rereads words in and out of order and in multiple print contexts
	<ul style="list-style-type: none"> May have difficulty linking prior knowledge to demands of task 	<ul style="list-style-type: none"> Easily recalls prior knowledge of topic to assist in understanding 	<ul style="list-style-type: none"> Uses prior knowledge of topic to make inferences that support recognition of a wide range of new words
	<ul style="list-style-type: none"> Decodes and recognizes words slowly and hesitantly at first; may need more than one attempt, but completes the task with some direction and support, and with some errors 	<ul style="list-style-type: none"> Decodes and recognizes simple words slowly with some effort, but completes task with little direction or support and with few errors 	<ul style="list-style-type: none"> Decodes and recognizes words without hesitation comfortably, completes task without direction or support and without major errors

Model Assessment Task

PERFORMANCE LEVEL 1: *Read With Understanding*

Delivering Interoffice Mail

Characteristics of Assessment Tasks

Action — Performance Goal. Read names and office numbers to simulate delivery of five interoffice mail envelopes to the employees' office locations

Type of Text.

- Office location labels (room numbers)
- List of employee names (one to two syllables) and their office locations, each designated by a letter followed by three numbers
- Sample pages, each depicting an interoffice mail delivery envelope with an employee's first and last name (one to two syllables)

Content. Mostly common one- to two-syllable decodable employee names (Pam Ford, Josh Rust, etc.); letter/number combinations to designate office locations (A101, C115, D102, etc.); terms on task materials (interoffice mail, name, office, building)

Environment. Familiar, comfortable environment such as the classroom

Estimated Time To Complete Task. 15 minutes

Materials.

- Assessor Observation Form
- List of 12 employees' names and their office locations (Figure 1)
- A sample interoffice mail envelope with employee/recipient names written on it for the assessor to use for demonstration purposes (Figure 2 DEMO)
- Five additional pictures showing interoffice mail envelopes (Figures 3 – 7)
- 12 office location labels (Label 1 – 12)
- Tape recorder

Knowledge and Strategies Assessed at Performance Level 1

Proficient performance requires:

- Recognizing words or word groups (two to three words) in simple, noncontinuous text by decoding letter-sound correspondence, isolating and saying first/last sounds, naming pictures to isolate and say initial consonants, sounding out words by segmenting words into separate sounds/syllables, combining or blending sounds, recognizing simple rhyming word patterns, and recalling oral vocabulary and sight words
- Familiarity with concepts of print, letter shapes (uppercase and lowercase letters, consonants and vowels), letter names and sounds (individual consonants and vowels, digraphs and blends), and common vocabulary
- Monitoring accuracy of decoding and word recognition using strategies such as rereading or making word lists
- Recalling prior knowledge of the topic to assist in understanding

Additional Knowledge and Strategies That May Affect Performance

- Some familiarity with concept and function of work-related interoffice mail
- Some familiarity with the use of letter/number combinations on room numbers
- Some familiarity with conventions of listing names (in this case, last names are listed first)

Evidence

Observations. Assessor Observation Form

Work Products.

- Completed distribution of mail to office locations
- Tape recording of student reading list of names aloud

Model Assessment Task: Delivering Interoffice Mail

Step-by-Step Procedures for Administration

This task is administered to individual learners. While there is no time limit to complete the task, it should require no more than 15 minutes to complete. You may repeat any of the steps as needed, but you must speak in English and read the steps exactly as they are written in the scripts each time. You also may model any requirement of the task to help clarify, as needed.

Step 1

Explain the task requirements and expectations:

“This task will show how well you can read first and last names and match them to office numbers.”

Step 2

Give the learner the list of names and office addresses and ask the learner to read it silently first and then out loud.

“Here is the list of employees’ names and their office numbers (Figure 1). The last names are listed before the first names. Read the list of names silently to yourself. Tell me when you have finished.”

Turn on the tape recorder.

“I have turned on the tape recorder. Read the list of names out loud.” *(Record any mistakes in decoding and reading aloud names on Assessor Observation Form.)*

Turn off tape recorder.

Step 3

Explain the next steps in the task:

“Today, you will practice delivering the mail. Here is an example of what you will do. Here is a picture of an envelope addressed to Jim Allen.”

(Point to the name on the envelope of Figure 2.)

“Here is a list of the employees and their office addresses.”

(Point to Figure 1.)

“I will use the list to find Jim Allen’s office address.”

(Use your finger to scan the list and point to Jim Allen’s office address on the list.)

“Jim Allen’s office is A101.”

Place the 12 office labels (Labels 1 through 12) in front of the learner.

“These 12 office labels are the office locations where you will be delivering the mail. I have to deliver mail to Jim Allen’s office, A101. Once I find Jim Allen’s office from these labels, I can deliver his mail.”

Find the label that reads “A101” and place Figure 2 on top of that label.

“You will deliver the remaining envelopes.”
(Hold up Figures 3 through 7.)

Ask if there are any questions. Wait briefly to see if the learner understands the task; if not, answer questions. You may repeat the demonstration if requested.

Step 4

Give the learner the illustrations of envelopes (Figures 3 through 7). Note the time the learner begins the task on the Assessor Observation Form.

“Now you can start delivering the mail. You can take as much time as you need.”

Step 5

Observe as the learner begins to work on the task.

You may repeat the instructions if the learner did not understand using the example in Step 3. Use the Assessor Observation Form to record comments about learner performance.

Step 6

When the learner finishes, record the number of correctly delivered envelopes on the Assessor Observation Form, collect all materials and note the amount of time the learner has taken to complete the task.

Scoring Rubric: Delivering Interoffice Mail — EFF Performance Level 1			
Unable to Score	Beginning	Proficient	Advanced
	<ul style="list-style-type: none"> Decodes and accurately reads aloud 17 or fewer name words 	<ul style="list-style-type: none"> Decodes and accurately reads aloud at least 18 of the 24 name words 	<ul style="list-style-type: none"> Decodes and accurately reads aloud 19 or more name words
	<ul style="list-style-type: none"> Is able to read and match up fewer than three of the full names on the envelopes with the names on the Staff List 	<ul style="list-style-type: none"> Locates at least three of the full names on the envelopes and match those with names on the Staff List 	<ul style="list-style-type: none"> Is easily able to locate all five of the full names on the envelopes and match those with names on the Staff List
	<ul style="list-style-type: none"> Is able to identify the office numbers of fewer than three staff members to correctly deliver the mail to those offices 	<ul style="list-style-type: none"> Is able to identify the office numbers of at least three staff members to correctly deliver the mail to those offices 	<ul style="list-style-type: none"> Quickly identifies the office numbers of all the staff in order to correctly deliver mail to all offices
	<ul style="list-style-type: none"> Is able to complete the task of delivering the mail for fewer than three full names 	<ul style="list-style-type: none"> Is able to complete the task of delivering the mail for at least three full names 	<ul style="list-style-type: none"> Is readily able to complete the task of delivering the mail for all full names
	<ul style="list-style-type: none"> Needs continual direction and support. Needs more than one attempt to understand the task or is not able to complete it 	<ul style="list-style-type: none"> May recognize and match names with office numbers slowly, with some effort and repetition (going between envelope and list) but completes the task with little direction or support and with few errors 	<ul style="list-style-type: none"> Completes the task without direction and support

Assessor Observation Form (Group): Delivering Interoffice Mail

Step-by-Step Procedures for Administration

ASSESSOR NAME _____ DATE _____

Part 1.

Circle any name words that the learner does not read aloud accurately.

- | | | | |
|----------|----------|-----------|-----------|
| 1. Allen | 7. Ford | 13. Kolt | 19. Rust |
| 2. Jim | 8. Pam | 14. Ned | 20. Josh |
| 3. Camp | 9. Fox | 15. Metts | 21. Selk |
| 4. Vern | 10. Todd | 16. Bob | 22. Meg |
| 5. Chand | 11. Holm | 17. Pratt | 23. Wells |
| 6. Frank | 12. Liz | 18. Rick | 24. Kong |

Total number of name words accurately read aloud _____

Part 2.

Notes on matching of full names to office addresses.

Number of correctly delivered envelopes _____

Use this notes section to record any observations regarding the learner’s performance, such as:

- How much direction, repetition or support the learner needs
- Speed, ease of and strategies used for word recognition
- Any obvious signs of comfort or frustration with the task
- Ability to complete the task within the time allowed

Delivering Interoffice Mail

Figure 1. Staff List

Staff List	
EMPLOYEE	OFFICE
Allen, Jim	A101
Camp, Vern	A110
Chand, Frank	A111
Ford, Pam	A102
Fox, Todd	D105
Holm, Liz	C101
Kolt, Ned	B109
Metts, Bob	B104
Pratt, Rick	C106
Rust, Josh	D103
Selk, Meg	B108
Wells, Kong	D112

Delivering Interoffice Mail

Figure 2 Demo.

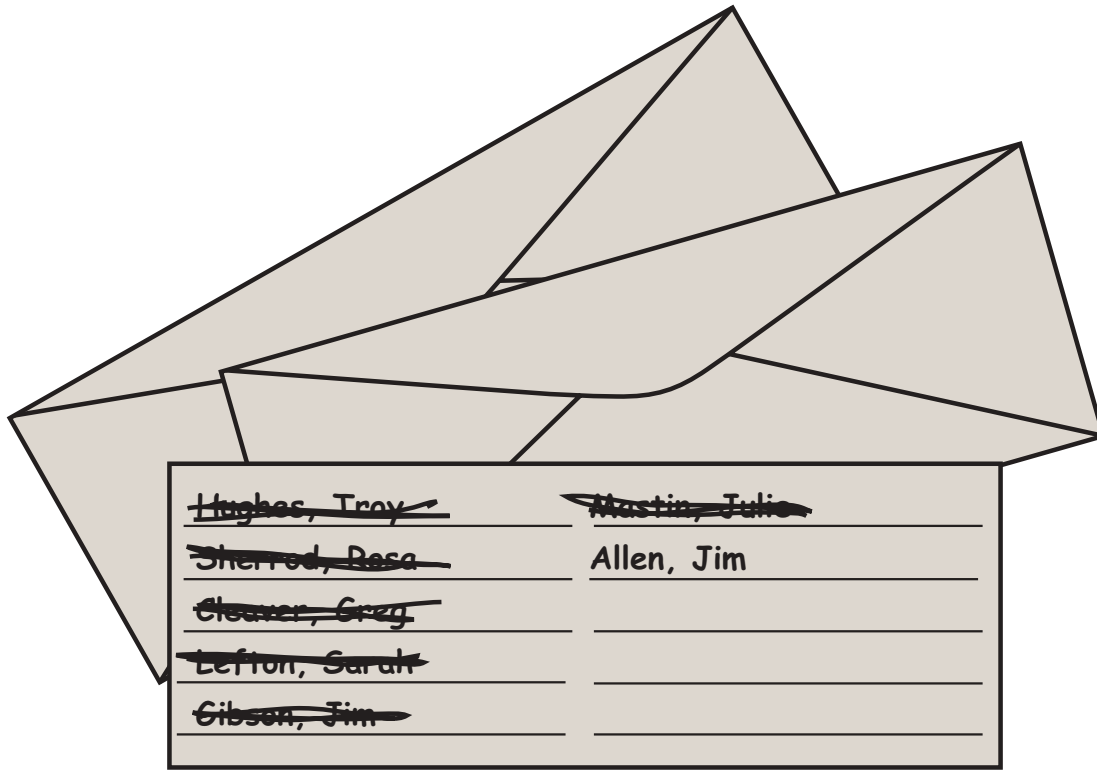
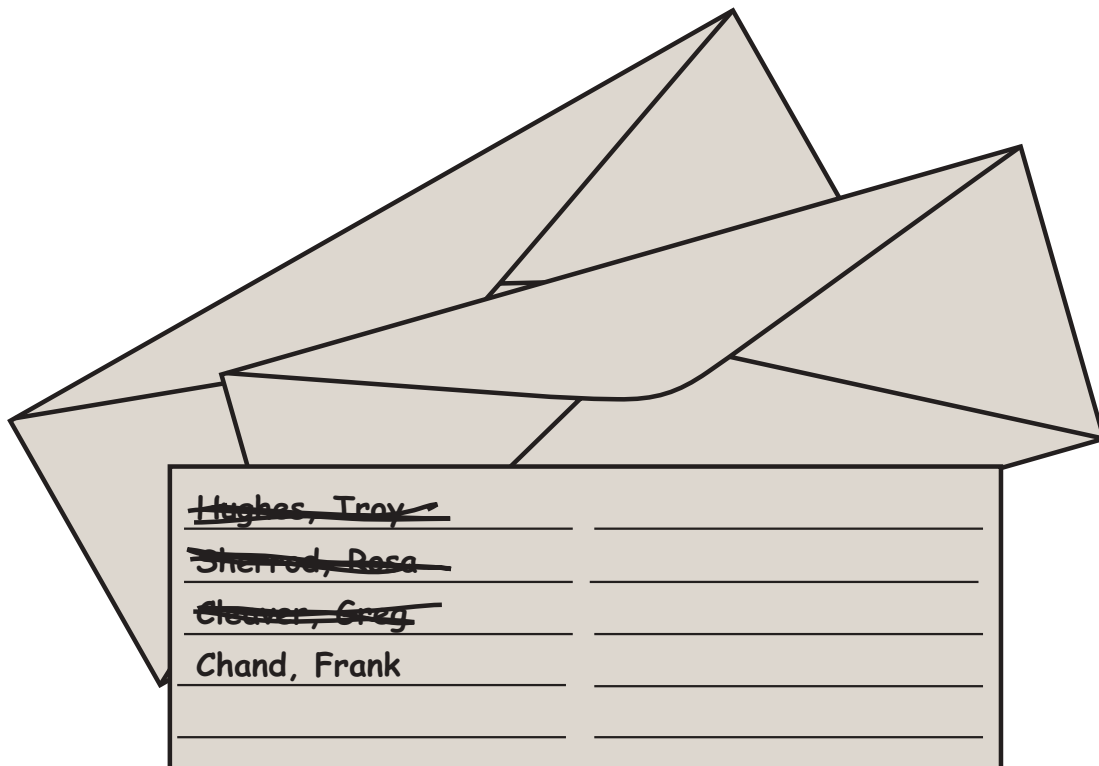


Figure 3



Delivering Interoffice Mail

Figure 4

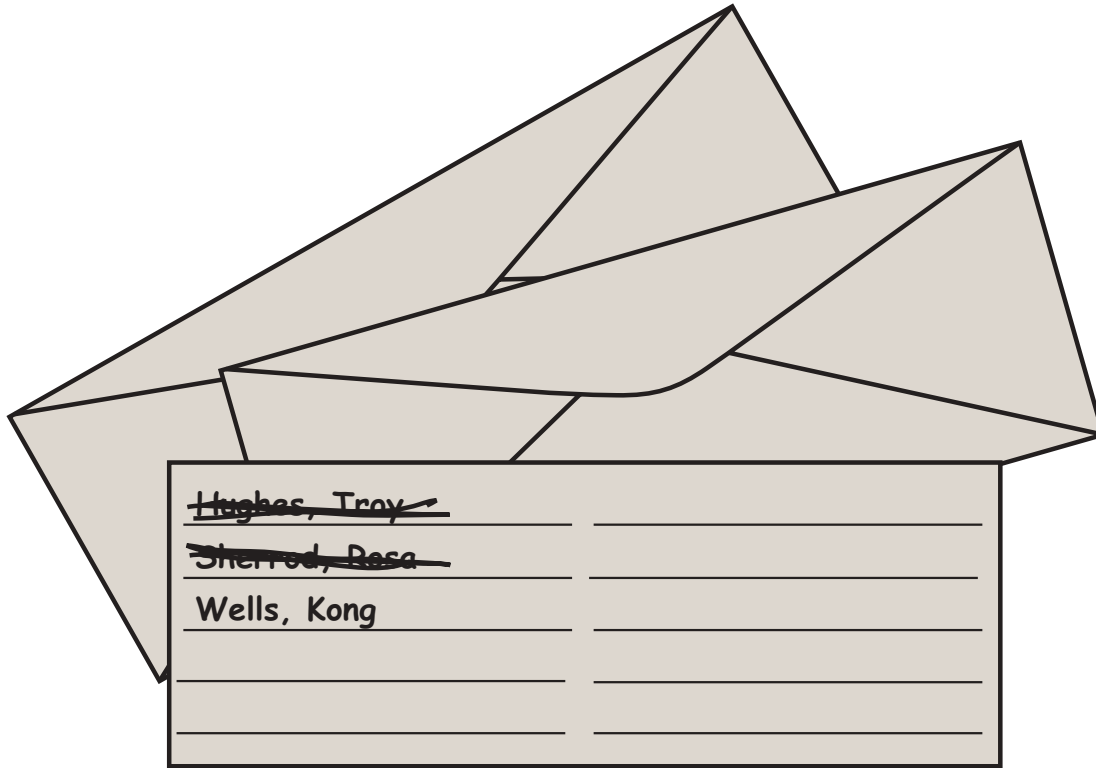
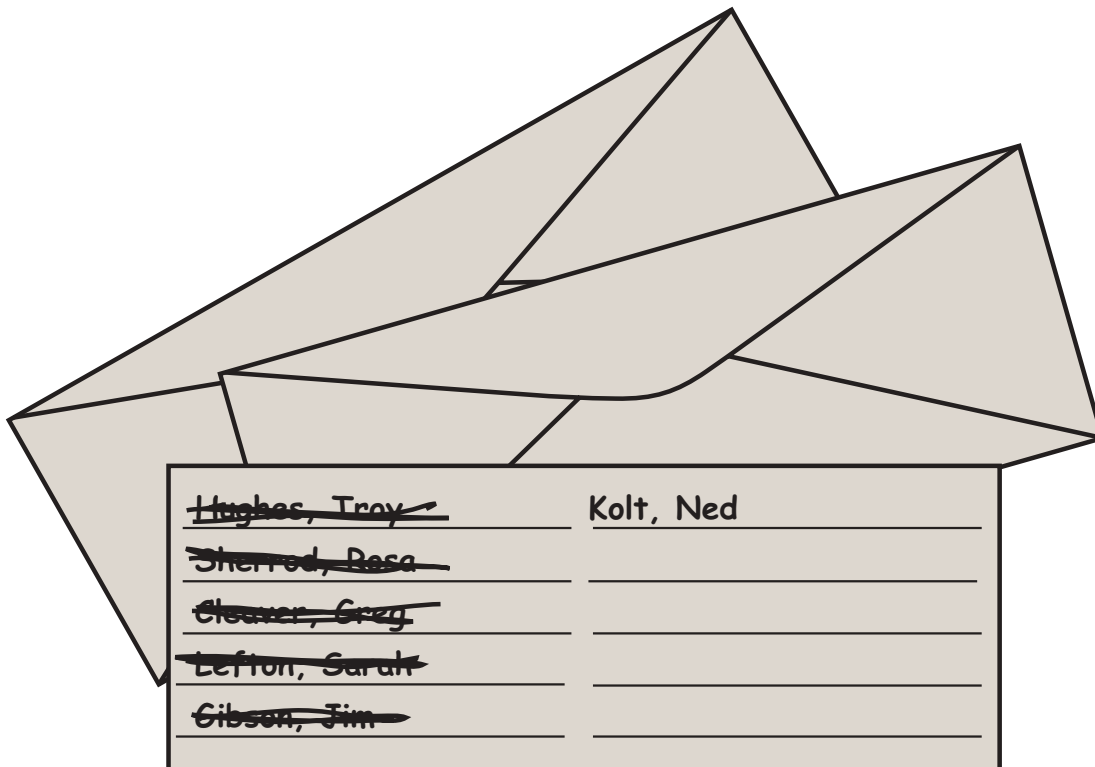


Figure 5



Delivering Interoffice Mail

Figure 6

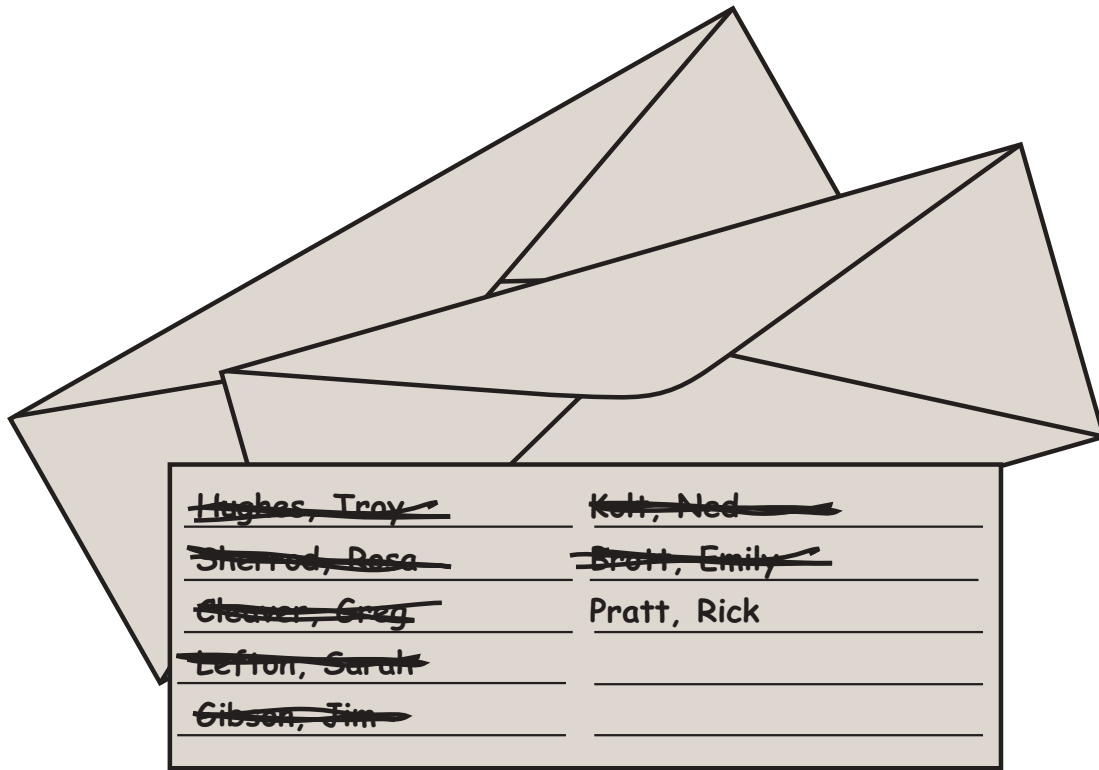
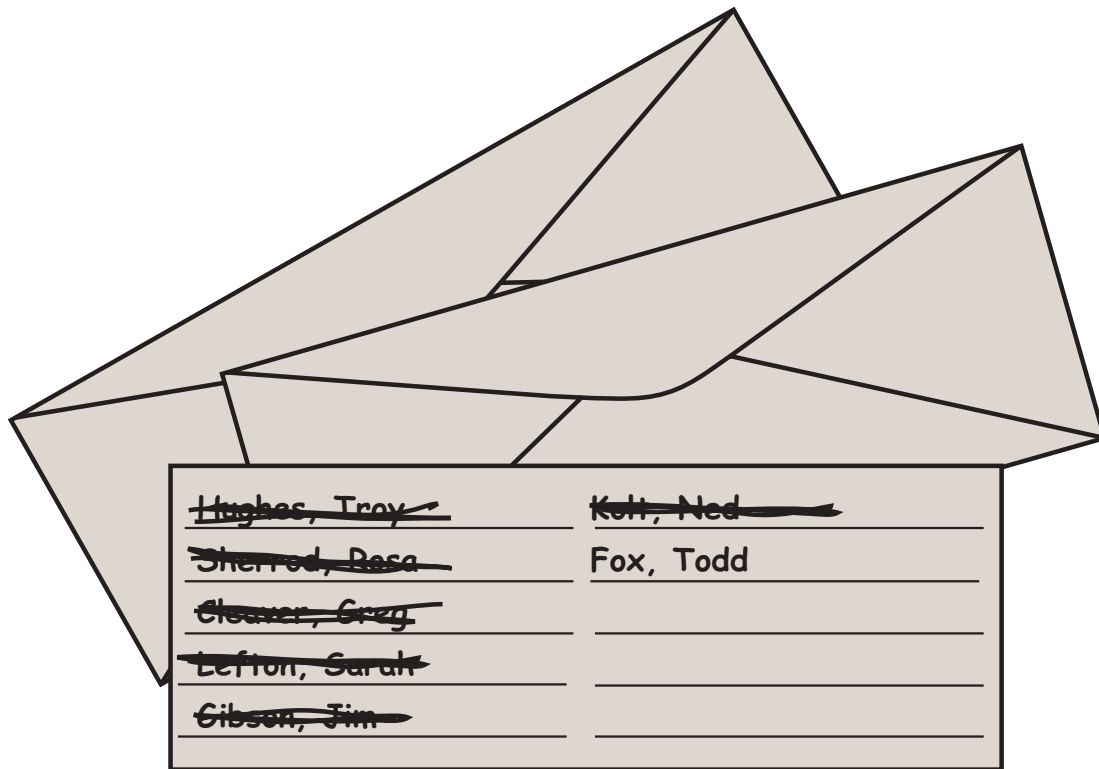


Figure 7



Delivering Interoffice Mail

Labels

Label 1 A101	Label 7 B109
Label 2 A110	Label 8 B104
Label 3 A111	Label 9 C106
Label 4 A102	Label 10 D103
Label 5 D105	Label 11 B108
Label 6 C101	Label 12 D112

Delivering Interoffice Mail

Answer Key (Samples)

Label 1 - DEMO

A101

Hughes, Troy	Allen, Jim
Sherrod, Rosa	Allen, Jim
Cleaver, Greg	
Lefton, Sarah	
Gibson, Jim	

Label 7

B109

Hughes, Troy	Kolt, Ned
Sherrod, Rosa	
Cleaver, Greg	
Lefton, Sarah	
Gibson, Jim	

Label 3

A111

Hughes, Troy	
Sherrod, Rosa	
Cleaver, Greg	
Chand, Frank	

Label 9

C106

Hughes, Troy	Kolt, Ned
Sherrod, Rosa	Scott, Emily
Cleaver, Greg	Pratt, Rick
Lefton, Sarah	
Gibson, Jim	

Label 5

D105

Hughes, Troy	Kolt, Ned
Sherrod, Rosa	Fox, Todd
Cleaver, Greg	
Lefton, Sarah	
Gibson, Jim	

Label 12

D112

Hughes, Troy	
Sherrod, Rosa	
Wells, Kong	

Design Specifications and Scoring Rubric Templates for Accountability Assessments

PERFORMANCE LEVEL 2: *Read With Understanding*

Characteristics of Assessment Tasks

Action — Performance Goal. Gathering information from print to get ready to make a decision or accomplish an action

Type of Text. Short, small blocks of continuous text with simple sentence structure, predictable or repetitive narrative elements (such as a children’s book), and/or phonetically regular words

Content. Simple, familiar vocabulary

Environment. A range of comfortable, familiar settings

Estimated Time To Complete Task. Up to one hour

Materials. Specific text(s) as well as other necessary tools, documentation forms or question/answer sheets

Knowledge and Strategies Assessed at Performance Level 2

- Decoding and recognizing everyday, simple words in short, simple text by breaking words into parts, tapping out or sounding out syllables, applying pronunciation rules, using picture aids, and recalling oral vocabulary and sight words
- Demonstrating familiarity with simple, everyday content knowledge and vocabulary
- Locating discrete items of information in simplified text
- Monitoring and enhancing comprehension using various strategies such as rereading, restating, copying and rephrasing text; making a list of new words; or using a simplified dictionary
- Recalling prior knowledge to assist in selecting texts and in understanding the information they contain

Evidence

Observations. Oral reading; oral answers to questions about reading

Work Products. Short written or oral statement of meaning of each page or section of text

Task Structure

Tasks are simple, well defined and highly structured

Scoring Rubric Template — EFF Performance Level 2			
Unable to Score	Beginning	Proficient	Advanced
	<ul style="list-style-type: none"> Decodes and recognizes some but not all words 	<ul style="list-style-type: none"> Decodes and recognizes everyday, simple words, using such strategies as stressing vowel and consonant sounds, tapping out or sounding out syllables, using picture prompts, using a picture or other simplified dictionary 	<ul style="list-style-type: none"> Easily decodes and recognizes words; reads aloud with expression appropriate to the meaning
	<ul style="list-style-type: none"> May have difficulty accurately locating needed information 	<ul style="list-style-type: none"> Accurately locates needed information 	<ul style="list-style-type: none"> Easily locates all needed information
	<ul style="list-style-type: none"> Sometimes repeats rather than rephrases; explanations may be incomplete 	<ul style="list-style-type: none"> Effectively monitors and enhances comprehension by restating and rephrasing small blocks of continuous text to explain its meaning 	<ul style="list-style-type: none"> Uses a variety of strategies to monitor and enhance comprehension and can independently adjust strategies as needed
	<ul style="list-style-type: none"> May have difficulty linking prior knowledge to demands of task 	<ul style="list-style-type: none"> Easily recalls prior knowledge to assist in choosing appropriate reading materials and in comprehending small blocks of continuous text 	<ul style="list-style-type: none"> Uses prior knowledge to make inferences across and comprehend multiple blocks of text
	<ul style="list-style-type: none"> Reads slowly and hesitantly at first; may need more than one attempt, but completes the task with some direction and support and with some errors 	<ul style="list-style-type: none"> Reads slowly and with effort, but completes task with little direction or support and with few errors 	<ul style="list-style-type: none"> Reads without hesitation comfortably, completes task without direction or support and without major errors

Model Assessment Task

PERFORMANCE LEVEL 2: *Read With Understanding*

Reading Utility Bills

Characteristics of Assessment Tasks

Action — Performance Goal. Read two utility bills (a telephone bill and an electric bill) to gather information about how and when to pay them

Type of Text. Simplified telephone bill and simplified electric bill, each containing small blocks of simple text (company name and address, customer name and address, amount, and date due) arrayed in several locations on a page; two sets of simply structured questions

Content. Common, high-interest content and mostly simple, everyday words including “question words” — who, what, how much — and dollar amounts, but also a few terms less common in everyday speech (“amount,” “due,” “company”)

Environment. Familiar, comfortable environment such as the classroom

Estimated Time To Complete Task. 20 minutes

Materials.

- Simplified version of a telephone bill (Figure 1)
- Simplified version of an electric bill (Figure 2)
- Short-answer written response form (Answer Sheet 1)
- Oral response form (for assessor to ask questions and record responses) (Answer Sheet 2)
- Assessor Observation Form
- Tape recorder
- Pencils, pens, highlighters

Knowledge and Strategies Assessed at Performance Level 2

Proficient performance requires:

- Decoding and recognizing everyday, simple words by breaking words into parts, tapping out or sounding out syllables, applying pronunciation rules, using picture aids, and asking for “hints”
- Familiarity with common knowledge and simple, everyday vocabulary
- Monitoring and enhancing comprehension by using some simple strategies such as rereading, restating, recopying and rephrasing text; making a list of new words; using a simplified dictionary; or asking for help
- Recalling prior knowledge to assist in choosing appropriate texts and comprehending their meaning

Additional Knowledge and Strategies That May Affect Performance

- Some familiarity with concepts of utilities and paying for services provided
- Some familiarity with format of bills

Evidence

Observations. Documentation of reading aloud on Assessor Observation Form

Work Products.

- Written responses on Answer Sheet 1
- Learner responses (written by teacher) to questions on Answer Sheet 2
- Tape recording of oral reading and performance answering questions

Model Assessment Task: Reading Utility Bills

Step-by-Step Procedures for Administration

The oral response section of this task will be administered to individual learners; the written response section may be administered to individuals or a group of learners. There is no time limit on this task but it should require no more than 20 minutes to complete. You may repeat the reading of any of the steps as needed, but you must speak in English and read the steps exactly as they are written in the script. You also may model any requirement of the task to help clarify, as needed.

Step 1

Explain the task requirements and expectations:

“For this task, you will be asked to read some information on two bills and answer questions about how much is owed for each one and when they need to be paid.”

Step 2

Give out copies of the telephone bill — Figure 1 — along with Answer Sheet 1. Hold up the telephone bill and Answer Sheet 1 and point to the appropriate places on the bill and Answer Sheet while saying:

“Please look first at the telephone bill. Read this bill silently to yourself. When you have finished reading, please write answers to the questions about this bill on Answer Sheet 1. You may refer to the bill as you write your answers and you can make notes or highlight on the bill or on the answer sheet.

“Are there any questions before we begin?”

Step 3

Instruct the learners to begin the task:

“Please start reading the telephone bill and then complete Answer Sheet 1. When you have finished, please bring your Answer Sheet and the copy of the phone bill to me.”

Step 4

When the learner completes written responses, pass out copies of the electric bill — Figure 2. Hold up the electric bill and say:

“In a moment I am going to ask you to read this electric bill out loud to me. I will record you as you read. Then I will ask you three questions about that bill. I will write down what you say. Every time you answer a question I will ask you to point to the part of the bill where you found your answer.

“Are there any questions before we begin?”

Step 5

Turn on tape recorder, pick up Assessor Observation

Form and ask the learner to begin, pointing to the appropriate corners of the bill and motioning down the page while giving directions:

“I am turning on the tape recorder now. Please read the whole electric bill out loud to me, starting at the top with all the words in one corner, then all the words in the other corner, then moving down the page. You may begin when you are ready.”

While learner reads, document the reading aloud on the Assessor Observation Form.

Step 6

When learner has finished reading aloud, pick up Answer Sheet 2 and ask learner to respond to questions orally:

“Please answer the following questions. After you answer, please point to the place on your bill where you found the answer.

“How much is the electric bill?”

When learner answers and points, write down the answer on Answer Sheet 2. If learner does not point, you may prompt him or her, saying, “Point to the place on the bill where you found your answer.

“What is the due date?”

When learner answers and points, write down the answer on Answer Sheet 2. If learner does not point, you may prompt him or her, saying, “Point to the place on the bill where you found your answer.

“What is the name of the company that sent the bill?”

When learner answers and points, write down the answer on Answer Sheet 2. If learner does not point, you may prompt him or her, saying, “Point to the place on the bill where you found your answer.”

Step 7

Turn off the tape recorder. Record your observations on the Assessor Observation Form. Collect all task materials and record the approximate time the learner has taken to complete the task.

Scoring Rubric: Reading Utility Bills — EFF Performance Level 2			
Unable to Score	Beginning	Proficient	Advanced
	<ul style="list-style-type: none"> Decodes and recognizes some words but has trouble with others Sometimes may use strategies like recognizing sight words, such as “name,” “date,” “number” 	<ul style="list-style-type: none"> Decodes and recognizes most commonly used words (“name,” “date,” “telephone number,” “total”) as well as some less commonly used words (“amount,” “due,” “company”) 	<ul style="list-style-type: none"> Decodes and recognizes all words easily
	<ul style="list-style-type: none"> Strategies for monitoring and enhancing comprehension need improvement; may restate or rephrase information inaccurately; can correctly answer fewer than five questions 	<ul style="list-style-type: none"> Effectively monitors comprehension by restating or rephrasing information about due dates, total amounts and names of companies well enough to correctly answer five out of seven questions 	<ul style="list-style-type: none"> Shows superior monitoring and comprehension skills by locating information quickly and restating or rephrasing it well enough to correctly answer all questions
	<ul style="list-style-type: none"> Reads slowly and hesitantly; may need more than one attempt but completes the task with some direction and support 	<ul style="list-style-type: none"> Reads slowly and with effort but completes task with little direction or support 	<ul style="list-style-type: none"> Reads comfortably without hesitation; completes task without direction or support

Reading Utility Bills**Figure 1: Telephone Bill**

QWEST 346 Montgomery Avenue Spokane, WA 99204	Customer Eva Merino Account Number 509-234-5678
SUMMARY OF ACCOUNT	
Balance	\$ 0.00
Total Amount Due	\$ 70.00
Due Date	December 14, 2002
For Questions Call 1-800-321-3612	

Figure 2: Electric Bill

AVISTA ELECTRIC 567 Boone Avenue Spokane, WA 99205	Customer Eva Merino Account Number 234567
Service from October 15 to November 15, 2002	
Amount Due	\$ 35.00
Due Date	November 30, 2002

Reading Utility Bills

Answer Sheet 1: Telephone Bill

NAME _____ DATE _____

Write answers to the questions about the telephone bill. You may refer to the bill as you write your answers and you can make notes or highlight on the bill or on this answer sheet.

What is the total amount due?

When is the bill due?

What is the name of the telephone company?

What do you do if you have questions about this bill?

Reading Utility Bills

Answer Sheet 2: Electric Bill

(For Assessor Only)

NAME _____ DATE _____

Write down learner's oral responses to these questions about the electric bill.

How much is the electric bill?

What is the due date?

What is the name of the company that sent the bill?

Reading Utility Bills

Answer Key for Answer Sheet 1: Telephone Bill

NAME _____

DATE _____

Write answers to the questions about the telephone bill. You may refer to the bill as you write your answers and you can make notes or highlight on the bill or on this answer sheet.

What is the total amount due? **\$70.00**

When is the bill due?

Possible answers: **December 14, 2002**
12/14/02

What is the name of the telephone company? **QWEST**

What do you do if you have questions about this bill?

Call **1-800-321-3612**

Answer Key for Answer Sheet 2: Electric Bill

(For Assessor Only)

NAME _____

DATE _____

Write down learner's oral responses to these questions about the electric bill.

How much is the electric bill? **\$35.00**

What is the due date?

Possible answers: **November 30, 2002**
11/30/02

What is the name of the company that sent the bill?

Avista Electric

Reading Utility Bills

Assessor Observation Form

NAME _____ DATE _____

Performance 1: Learner reads electric bill aloud.

Decodes and recognizes words:

- Using what strategies?
- How fluently/easily?
- How independently?
- Other comments?

Notes:

Performance 2: Learner answers questions aloud and points to information on bill to support answers.

- Answers correctly?
- Points to correct information on bill?
- How fluently/easily?
- How independently?
- Other comments?

Notes:

Design Specifications and Scoring Rubric Templates for Accountability Assessments

PERFORMANCE LEVEL 3: *Read With Understanding*

Characteristics of Assessment Tasks

Action — Performance Goal. Reading and understanding printed text to make a decision or accomplish an action

Type of Text. Multiple pages of simply written and simply structured continuous text on high-interest subjects (excerpts from informational texts geared at lower-level readers, such as a simple handbook about on-the-job benefits)

Content. Common, high-interest vocabulary

Environment. A range of comfortable, familiar settings

Estimated Time To Complete Task. One to two hours

Materials. Selected or prepared text(s), simple question/answer sheets, documentation forms

Knowledge and Strategies Assessed at Performance Level 3

- Decoding and recognizing most everyday and some unfamiliar words in short to medium-length continuous text by drawing on content knowledge and oral vocabulary, breaking words into parts, applying pronunciation rules, and adjusting reading pace
- Demonstrating familiarity with common high-interest content knowledge and related vocabulary
- Locating important information in simple text using some simple strategies
- Monitoring and enhancing comprehension by using a range of simple strategies such as recalling, restating, rephrasing, explaining the content of the text or using simple examples
- Actively applying prior knowledge to assist in understanding information in texts

Evidence

Observations. Oral reading; oral answers to questions about reading

Work Products. Short written answers to questions about reading

Task Structure

Tasks are simple, well defined and highly structured

Scoring Rubric Template — EFF Performance Level 3			
Unable to Score	Beginning	Proficient	Advanced
	<ul style="list-style-type: none"> Decodes and recognizes some but not all new words 	<ul style="list-style-type: none"> Decodes and recognizes mostly everyday words, but also some new and polysyllabic words, by drawing on prior familiarity with content and oral vocabulary, breaking words into parts, applying pronunciation rules, and adjusting reading pace 	<ul style="list-style-type: none"> Easily decodes and recognizes new words
	<ul style="list-style-type: none"> May have difficulty locating important information 	<ul style="list-style-type: none"> Accurately locates important information 	<ul style="list-style-type: none"> Easily locates important information
	<ul style="list-style-type: none"> May not always successfully use monitoring strategies 	<ul style="list-style-type: none"> Monitors and enhances comprehension by using a range of simple strategies, such as recalling, restating, rephrasing, explaining the content of the text or using simple examples 	<ul style="list-style-type: none"> Easily uses monitoring strategies and adjusts strategies as needed
	<ul style="list-style-type: none"> May have difficulty combining prior knowledge with new information 	<ul style="list-style-type: none"> Activates prior knowledge and combines it with new information 	<ul style="list-style-type: none"> Combines prior knowledge with new information and begins to draw inferences based on combined information
	<ul style="list-style-type: none"> Decodes and recognizes words slowly and hesitantly at first; may need more than one attempt, but completes the task with some direction and support and with some errors 	<ul style="list-style-type: none"> Decodes and recognizes words accurately and easily; completes task with little direction or support and with few errors 	<ul style="list-style-type: none"> Decodes and recognizes words without hesitation comfortably, completes task without direction or support and without major errors

Model Assessment Task

PERFORMANCE LEVEL 3: *Read With Understanding*

Reading a Letter From School About a Parent-Teacher Conference

Characteristics of Assessment Tasks

Action — Performance Goal. Read and understand a letter from a child’s school inviting the reader to a parent-teacher conference, answer questions about the information in the letter and respond to the letter by filling out a response card

Type of Text. Simplified business letter with date; salutation; short message containing information and instructions concerning the why, when and where of the conference written in mostly simple sentences; basic instructions about how to respond; closing signature; Short Response Card with simple sentences, yes/no check-offs and request for signature; mostly simple-sentence questions (two complex sentences) on Answer Sheet 1

Content. Mostly everyday, high-interest content and vocabulary, with some specialized vocabulary related to types of communication (“translator,” “signature”)

Environment. Familiar, comfortable environment such as the classroom

Estimated Time To Complete Task. 15 to 30 minutes

Materials.

- Letter from school (Figure 1)
- Seven questions on form (Answer Sheet 1)
- Response Card (Answer Sheet 2)
- Reading Strategies Observation Form
- Pens, pencils, highlighters, dictionaries (bilingual and English dictionaries)

Knowledge and Strategies Assessed at Performance Level 3

Proficient performance requires:

- Decoding and recognizing mostly everyday words, but also some new and polysyllabic words, by drawing on prior familiarity with content and oral vocabulary, breaking words into parts, applying pronunciation rules, and adjusting reading pace
- Familiarity with common, high-interest content
- Monitoring and enhancing comprehension by using a range of simple strategies such as recalling, restating, rephrasing, explaining the content of the text or using simple examples
- Activating prior knowledge and combining it with new information

Additional Knowledge and Strategies That May Affect Performance

- Some familiarity with concept of and protocols associated with parent-teacher conferences in K–12 education in the United States
- Some understanding of cultural issues surrounding parental involvement with children’s education and relationships with teachers, as appropriate
- Some (very basic) familiarity with business letter format/structure
- Some familiarity with protocols associated with responding to invitations

Evidence

Observations. Reading Strategies Observation Form

Work Products.

- Written answers to seven questions on Answer Sheet 1
- Completed Response Card

Model Assessment Task: Reading a Letter From School About a Parent-Teacher Conference

Step-by-Step Procedures for Administration

This task may be administered to an individual learner or to a small group of learners. While there is no time limit to complete the task, it should require no more than 30 minutes to complete. You may repeat the reading of any of the steps as needed, but you must speak in English and read the steps exactly as they are written in the scripts each time. You may also model any requirement of the task to help clarify, as needed.

Step 1

Explain the task requirements and expectations:

“For this task, you will show how well you can read and understand a letter from a school about a parent-teacher meeting. You will answer some questions about this letter and fill out a card in response to this letter.”

Step 2

Pass out the letter from school (Figure 1). Hold up Figure 1 and ask learners to read the letter silently:

“This is a letter from a school. It invites a parent to attend a meeting with a teacher at the child’s school. Please read this letter silently to yourself. You may use a dictionary to look up any words you are not sure of.”

Step 3

Pass out Answer Sheet 1. Hold up Answer Sheet 1 and ask learners to write answers to the questions:

“Now pretend that you are a parent who got the letter you read in the mail. Using the information you just read, write answers to the questions on Answer Sheet 1. You may reread the letter and you can make notes or highlight on the letter or the answer sheet. In some cases, there is more than one right answer to a question. For some answers you will want to use what you already know about parent-teacher meetings as well as what you just read in the letter.”

Step 4

Pass out the Response Card on Answer Sheet 2. Hold up Answer Sheet 2. Ask learners to fill out the Response Card:

“After you read this letter, you need to tell the school if you will be attending the meeting. To do that, please fill out this Response Card on Answer Sheet 2.”

Step 5

While the learner is working on the tasks in steps 2, 3 and 4, observe the learner, looking for evidence of the use of reading strategies. Write down any observations on the Reading Strategies Observation Form.

Step 6

Collect all task materials and record the approximate time the learner has taken to complete the task.

Scoring Rubric for Reading a Letter From School About a Parent-Teacher Conference — EFF Performance Level 3

Unable to Score	Beginning	Proficient	Advanced
	<ul style="list-style-type: none"> Decodes and recognizes some everyday words and some specialized words; has some difficulty recalling and restating information from the letter; correctly answers fewer than four of the first five questions on Answer Sheet 1 	<ul style="list-style-type: none"> Decodes and recognizes most everyday words and some specialized words, and accurately recalls and restates most information by correctly answering four of the first five questions on Answer Sheet 1 	<ul style="list-style-type: none"> Easily decodes and recognizes everyday and specialized words, and accurately recalls and restates information by correctly answering all of the first five questions on Answer Sheet 1
	<ul style="list-style-type: none"> Strategies for monitoring and enhancing comprehension need improvement; student is not observed using, or effectively using, strategies listed on Assessor Observation Form (for example, may use a dictionary but looks up every word) 	<ul style="list-style-type: none"> Shows use of strategies for monitoring and enhancing comprehension; student is observed using at least one strategy listed on the Assessor Observation Form effectively 	<ul style="list-style-type: none"> Shows superior monitoring and comprehension skills by using at least three strategies listed on the Assessor Observation Form effectively
	<ul style="list-style-type: none"> Responses to questions 6 and 7 on Answer Sheet 1 may be incomplete or inappropriate; shows difficulty using prior knowledge by being unable to introduce information in answers that is not from the reading 	<ul style="list-style-type: none"> Correctly and completely answers either question 6 or 7 on Answer Sheet 1 with little difficulty; shows use of prior knowledge by introducing appropriate information in the answer that is not from the reading 	<ul style="list-style-type: none"> Easily and correctly answers questions 6 and 7 on Answer Sheet 1, and may provide supporting detail, showing use of prior knowledge by introducing appropriate information that is not from the reading
	<ul style="list-style-type: none"> Unable to fill out Response Card completely or appropriately 	<ul style="list-style-type: none"> Fills out Response Card completely and appropriately, with little difficulty and few minor errors 	<ul style="list-style-type: none"> Easily and appropriately fills out Response Card completely
	<ul style="list-style-type: none"> May need more than one attempt, but completes the task with some direction and support 	<ul style="list-style-type: none"> Completes task with little direction or support 	<ul style="list-style-type: none"> Completes task without hesitation, direction or support

Reading a Letter From School About a Parent-Teacher Conference

Figure 1. Letter From School

Instructions: This is a letter from a school that invites a parent to attend a meeting at the child’s school with a teacher. Please read this letter silently to yourself. You may use a dictionary to look up any words you are not sure of.

OAK HILL MIDDLE SCHOOL
150 Vista Street

November 1, 2002

Dear Parent or Guardian:

You are invited to come to our school for a meeting with your child’s teacher to discuss your child’s progress.

The meeting will be on Thursday, November 19th from 3 to 3:30 p.m. at our school.

Please complete the attached card and ask your child to return it to his or her teacher by November 10th. Be sure to sign the card and tell us if you need a translator. If you cannot come at this time, please call the school at (509) 766-2134 to schedule another meeting time.

Thank you,

Mary Smith
Principal

Reading a Letter From School About a Parent-Teacher Conference

Reading Strategies Observation Form

(For Assessor Only)

LEARNER NAME _____ DATE _____

Assessor Note: Gather as much information as you can through direct observation while the student is completing the task. After the task is complete, you may also ask questions to help you ascertain the reading strategies used and level of understanding of reading strategies (e.g., limited, strong).

Did Learner...	Evidence
Use a dictionary to look up words? <input type="checkbox"/> YES <input type="checkbox"/> NO	
Underline or highlight key words? <input type="checkbox"/> YES <input type="checkbox"/> NO	
Take notes on paper? <input type="checkbox"/> YES <input type="checkbox"/> NO	
Reread to improve understanding? <input type="checkbox"/> YES <input type="checkbox"/> NO	
Go back and forth between the letter and the answer sheet to answer questions correctly? <input type="checkbox"/> YES <input type="checkbox"/> NO	
Relate what was read to things already known? <input type="checkbox"/> YES <input type="checkbox"/> NO	
Other?	

Total Number of Strategies Observed: _____

Level of understanding of reading strategies: _____

Reading a Letter From School About a Parent-Teacher Conference**Answer Sheet 1**

LEARNER NAME _____ DATE _____

Instructions: Using the information in the letter, write answers to the questions on this answer sheet. You may reread the letter and you can make notes or highlight on the letter or this answer sheet.

1. What time will the Parent-Teacher Meeting begin?
2. Who wrote this letter?
3. Why are you invited to the meeting?
4. What is the address of the school?
5. If you cannot come to the meeting, what will you do?
6. Write one question that you will ask your child's teacher during the meeting.
7. If you take your child with you to the meeting, what will he or she do while you are meeting with the teacher?

Reading a Letter From School About a Parent-Teacher Conference**Answer Sheet 2: Response Card**

LEARNER NAME _____ DATE _____

Instructions: Pretend that you are a parent who got the letter you read in the mail. You need to tell the school if you will be attending the meeting. To do that, please fill out this Response Card.

RESPONSE CARD

I will attend the Parent-Teacher Meeting at the time and day in the letter.

YES

NO (I will call the school for a different day or time.)

I will need a translator.

YES (What language? _____)

NO

Signature of Parent or Guardian

Reading a Letter From School About a Parent-Teacher Conference

Answer Key for Answer Sheet 1: Letter From School

LEARNER NAME _____ DATE _____

Instructions: Using the information in the letter, write answers to the questions on this answer sheet. You may reread the letter and you can make notes or highlight on the letter or this answer sheet

1. What time will the Parent-Teacher Meeting begin? **3:00 PM**
2. Who wrote this letter? *Acceptable answers:* **Mary Smith**
The Principal
3. Why are you invited to the meeting? **To discuss my child's progress**
4. What is the address of the school? **150 Vista Street**
5. If you cannot come to the meeting, what will you do? **Call the school to schedule another meeting time.**
6. Write one question that you will ask your child's teacher during the meeting. *Answers will vary; a proficient answer will be appropriate to the context of a parent-teacher meeting.*
7. If you take your child with you to the meeting, what will he or she do while you are meeting with the teacher? *Answers will vary; a proficient answer will be appropriate to the context of bringing a child to a meeting.*

Answer Key for Answer Sheet 2: Response Card

LEARNER NAME _____ DATE _____

Instructions: Pretend that you are a parent who got the letter you read in the mail. You need to tell the school if you will be attending the meeting. To do that, please fill out this Response Card.

RESPONSE CARD

I will attend the Parent-Teacher Meeting at the time and day in the letter.

YES _____

NO (I will call the school for a different day or time.) _____

I will need a translator.

YES (What language? _____)

NO _____

Signature of Parent or Guardian

At least one item checked

At least one item checked; if "YES," then language should be listed.

Learner's signature

Design Specifications and Scoring Rubric Templates for Accountability Assessments

PERFORMANCE LEVEL 4: *Read With Understanding*

Characteristics of Assessment Tasks

Action — Performance Goal. Reading to locate and use information to make a decision or accomplish an action

Type of Text. Brief but specialized authentic texts (want ads, simple instructions, medicine labels, informational tables)

Content. May include some abbreviations and specialized vocabulary

Environment. A variety of familiar or comfortable settings

Estimated Time To Complete Task. One to three hours

Materials. Specific text(s) as well as written suggestions, guides (common abbreviations list) or sequential instructions, visual aids such as informational posters or simple charts or tables for organizing information, question/answer sheets, other documentation forms

Knowledge and Strategies Assessed at Performance Level 4

- Recognizing unfamiliar (some specialized) words and abbreviations using word analysis or inference
- Demonstrating familiarity with everyday and some specialized content knowledge and vocabulary
- Locating important information in text using a wide range of strategies
- Monitoring and enhancing comprehension using a wide range of strategies (such as posing and answering questions, trial and error, adjusting reading pace)

- Organizing information using some strategies such as recall, restatement, simple sequencing, or simple categorization
- Actively applying prior knowledge to assist in understanding information in texts

Evidence

Observations. Oral or written answers to provided questions about work process and strategies

Work Products.

- Teacher’s written notes to document completion of task
- Rewritten text (for accurate decoding of abbreviations)
- Short oral or written responses or answers to questions about task
- Oral or written demonstrations of ability to read and follow sequential instructions, documented by assessor

Task Structure

Tasks may be structured and include guides and worksheets

Scoring Rubric Template — EFF Performance Level 4			
Unable to Score	Beginning	Proficient	Advanced
	<ul style="list-style-type: none"> Identifies some abbreviations and specialized vocabulary, but may confuse meanings and functions 	<ul style="list-style-type: none"> Correctly identifies unfamiliar (some specialized) abbreviations and vocabulary by effective use of word analysis or inference 	<ul style="list-style-type: none"> Recognizes and uses abbreviations and specialized vocabulary effectively and appropriately
	<ul style="list-style-type: none"> Accurately locates some key information 	<ul style="list-style-type: none"> Accurately locates important information using a range of strategies 	<ul style="list-style-type: none"> Easily and accurately locates and begins to summarize key information
		<ul style="list-style-type: none"> Effectively monitors and enhances comprehension using a range of strategies 	
	<ul style="list-style-type: none"> May provide responses to the task that are incomplete or contain major factual or organizational errors 	<ul style="list-style-type: none"> Effectively organizes information using some strategies such as recall, restatement, simple sequencing, simple categorization 	
	<ul style="list-style-type: none"> Recalls prior knowledge but has difficulty combining it with new information 	<ul style="list-style-type: none"> Accurately recalls prior knowledge and combines it with new information 	<ul style="list-style-type: none"> Begins to use new information to reevaluate prior knowledge
	<ul style="list-style-type: none"> Has some difficulty completing reading task without direction or support 	<ul style="list-style-type: none"> Completes reading task with little direction or support and without major errors 	<ul style="list-style-type: none"> Completes reading task with little or no support and with only a few minor errors

Model Assessment Task

PERFORMANCE LEVEL 4: *Read With Understanding*

George’s Annual Physical

Characteristics of Assessment Tasks

Action — Performance Goal. Read to locate important information in a dialogue to make decisions about healthy and unhealthy lifestyles

Type of Text. Brief, specialized text (written dialogue) on the topic of healthy habits

Content. Specialized and everyday vocabulary, some common abbreviations, functional conversational dialogue

Environment. Familiar, comfortable setting, such as the classroom

Estimated Time To Complete Task. 30 to 45 minutes

Materials.

- “George’s Annual Physical” Written Dialogue
- Vocabulary Matching Answer Sheet (Answer Sheet 1)
- Comprehension Questions (Answer Sheet 2)
- Pens, pencils, highlighters

Knowledge and Strategies Assessed at Performance Level 4

Proficient performance requires:

- Recognizing specialized abbreviations and vocabulary
- Familiarity with everyday and some (relatively basic) specialized content knowledge and vocabulary and with the forms/functions of abbreviations
- Locating important information using a range of strategies such as skimming, scanning, identifying key words, or using titles and graphics/pictures

- Monitoring and enhancing comprehension using a range of strategies such as posing and answering questions, trial and error, or adjusting reading pace
- Organizing information using some strategies such as recall, restatement, simple sequencing and simple categorization
- Recalling prior knowledge and combining it with new information

Additional Knowledge and Strategies That May Affect Performance

- Some familiarity with dialogue structure
- Familiarity with multiple response formats (following directions, vocabulary matching, writing short answers) on simple forms
- Some understanding of the “annual physical exam” and common doctor-patient protocols in the United States

Evidence

Observations. (None in this task)

Work Products.

- Responses to the vocabulary word and definition matching items (Answer Sheet 1)
- Short written answers to open-ended questions (Answer Sheet 2)

Model Assessment Task: George’s Annual Physical

Step-by-Step Procedures for Administration

This task can be administered to a whole class or to a small group of learners. While there is no time limit for this task, it should require no more than 45 minutes to complete. You may repeat any of the steps as needed, but you must speak in English and read the steps exactly as they are written in the scripts. You may also model any requirement of the task to help clarify, as needed

Step 1

Explain the task requirements and expectations:

“For this task, you will be asked to read a written conversation between a doctor and a patient. You will show how well you understand the conversation by answering some questions about it.”

Step 2

Pass out copies of the “George’s Annual Physical” written dialogue and Answer Sheet 1.

Step 3

Explain the task procedure by holding up the dialogue and Answer Sheet 1 in turn while giving these instructions:

“In a moment, I will ask you to begin reading this conversation called ‘George’s Annual Physical’ silently to yourselves. Before you begin reading, let me explain Answer Sheet 1.

“On Answer Sheet 1, you will match a vocabulary word from the reading in the left column with its meaning in the right column. You will put the letter of the correct meaning (A through I) in the space next to the word. You may reread the conversation, and you may make notes or highlight on the reading or the answer sheet. You can circle or highlight the vocabulary words in the conversation. Sometimes seeing the word as it is used in conversation can help you find the meaning of the word.

“Are there any questions before we begin?”

Step 4

Tell the learners to begin reading the dialogue and completing Answer Sheet 1:

“Please begin reading the dialogue called ‘George’s Annual Physical’ silently to yourself. Answer the questions on Answer Sheet 1 as soon as you are ready. Work on your own and do not talk to others while you work. Bring your finished answer sheet to me when you are done.”

Step 5

When the learners are finished with Answer Sheet 1, pass out Answer Sheet 2 and ask learners to answer the questions:

“Now, using the information that you read in the conversation between George and his doctor, answer these questions on Answer Sheet 2. You can reread the conversation and you may make notes or highlight on the reading or the answer sheet. For some questions, there is more than one correct answer.

“Are there any questions before we begin?”

Step 6

Tell the learners to complete Answer Sheet 2.

“Please answer the questions on Answer Sheet 2. Work on your own and do not talk to others while you work. Bring the written conversation and your finished answer sheet to me when you are done.”

Step 7

Collect all task materials and record the approximate time each learner has taken to complete the task.

Scoring Rubric for George’s Annual Physical — EFF Performance Level 4			
Unable to Score	Beginning	Proficient	Advanced
	<ul style="list-style-type: none"> • Familiarity with everyday words and specialized vocabulary needs improvement; correctly matches five or fewer vocabulary words in the dialogue text to their definitions on Answer Sheet 1 	<ul style="list-style-type: none"> • Shows sufficient familiarity with everyday words and some specialized content and vocabulary by correctly matching six out of seven vocabulary words in the dialogue text to their definitions in Answer Sheet 1 	<ul style="list-style-type: none"> • Shows strong familiarity with everyday words and specialized content and vocabulary by correctly matching the seven vocabulary words in the dialogue text to their definitions in Answer Sheet 1
	<ul style="list-style-type: none"> • Locates appropriate information for, and correctly answers five or fewer of the first seven questions on Answer Sheet 2 	<ul style="list-style-type: none"> • Locates appropriate information for and correctly answers six out of the first seven questions on Answer Sheet 2 	<ul style="list-style-type: none"> • Accurately locates information for and answers the first seven questions on Answer Sheet 2
	<ul style="list-style-type: none"> • Answers to questions 8 and 9 are inappropriate or incomplete (the answers include very little to no evidence not found in the reading), indicating difficulty with recalling prior knowledge and combining it with information from the reading 	<ul style="list-style-type: none"> • Answers questions 8 and 9 appropriately and completely with few minor errors (the answers include evidence not found in the reading), indicating accurate recalling of prior knowledge and the ability to combine it with new information 	<ul style="list-style-type: none"> • Answers questions 8 and 9 appropriately and completely, with additional details (the answers include elaborate, well-described evidence not found in the reading), indicating accurate recalling of prior knowledge and the ability to combine it with new information
	<ul style="list-style-type: none"> • Has some difficulty completing the reading task without direction or support 	<ul style="list-style-type: none"> • Completes the reading task with little direction or support 	<ul style="list-style-type: none"> • Completes the reading task with ease, needing little or no support

George's Annual Physical

Dialogue Between George and His Doctor

George is going to the doctor for his yearly checkup with Dr. Brown. Read the conversation between George and his doctor.

[Before the physical]

Dr. Brown: Good morning, George. Today is your annual physical. How are you doing these days?

George: Not so well, doctor. I have a few problems. I can't sleep at night, I have stomach pains and I'm gaining weight.

Dr. Brown: Well, let's examine you and see what's going on.

[After the physical]

Dr. Brown: George, I'm really concerned about your health. You have high blood pressure and you've gained 20 pounds since your last checkup. Let's talk about what you eat. What's your diet like?

George: Doctor, I love fast food. Yesterday I had a ham and cheese sandwich at McDonald's for breakfast, all meat pizza for lunch at Pizza Hut, and three beef tacos at Taco Bell for dinner.

Dr. Brown: Do you exercise?

George: No, I hate to sweat because my clothes get all wet and smell bad. When I get home from work, I sit on the couch and watch television until it's time to go to bed.

Dr. Brown: How's your job going? Do you have a lot of stress on the job?

George: Yes, lately my job's been really stressful. The company lost a lot of money last year, and my boss has been pressuring me to work harder. I can't sleep at night because I worry about losing my job.

George's Annual Physical

Dialogue Between George and His Doctor, continued

Dr. Brown: Well, George, you need to make some changes in your life. First of all, you need to eat healthy food. Eliminate fat in your diet by not eating fried foods and try to eat more fruits, vegetables, beans and whole grains.

George: What do you mean by whole grains?

Dr. Brown: Whole grains include whole wheat, brown rice and oatmeal. You should also cut out red meat and eat more fish and chicken.

George: Wow, that's going to be a big change. What else do I need to do?

Dr. Brown: You need to exercise at least three times a week. Start out by walking 20 minutes three times a week and slowly increase the time.

George: Exercise, that's going to be difficult. I don't have a lot of time.

Dr. Brown: Instead of watching TV, you can exercise during the evening. I know that this sounds like a lot of changes, but if you eat right and exercise, you will lose weight, your blood pressure will go down and you will be able to handle stress better.

George: I'll try to follow your advice, doctor.

Dr. Brown: I think this examination has been good for you. Let's make an appointment in two months and see how you're doing.

George's Annual Physical**Answer Sheet 1**

NAME _____ DATE _____

Directions

Look at the vocabulary words numbered 1 through 7 on this Answer Sheet. Match the vocabulary words from the reading in the left column with their meanings in the right column. Put the letter of the correct meaning (A through I) in the space next to the word.

You may look at the reading while you complete your answer sheet, and you may make notes or highlight on the reading or the answer sheet. You can circle or highlight the vocabulary words in the conversation. Sometimes seeing the word as it is used in conversation can help you find the meaning of the word.

Vocabulary Words

_____ 1. annual

_____ 2. TV

_____ 3. examination

_____ 4. diet

_____ 5. whole grains

_____ 6. advice

_____ 7. sweat

Meanings

A. water that comes out of your skin when you exercise

B. brown rice, whole wheat, oatmeal

C. an opinion that someone gives you to help you

D. food a person eats

E. stress

F. checkup

G. television

H. good morning

I. every year

George's Annual Physical**Answer Sheet 2**

NAME _____ DATE _____

Directions

Using the information that you read in the conversation between George and his doctor, answer these questions. You can reread the conversation and you may make notes or highlight on the reading or the answer sheet. For some questions, there is more than one correct answer.

1. George has some medical problems. List two problems that he tells the doctor about.

2. What did George eat for lunch yesterday?

3. Why has George gained 20 pounds?

4. Does George like to sweat? Why or why not?

5. Why can't George sleep at night?

George's Annual Physical

Answer Key for Answer Sheet 1

NAME _____ DATE _____

Directions

Look at the vocabulary words numbered 1 through 7 on this Answer Sheet. Match the vocabulary words from the reading in the left column with their meanings in the right column. Put the letter of the correct meaning (A through I) in the space next to the word.

You may look at the reading while you complete your answer sheet, and you may make notes or highlight on the reading or the answer sheet. You can circle or highlight the vocabulary words in the conversation. Sometimes seeing the word as it is used in conversation can help you find the meaning of the word.

Vocabulary Words

- I 1. annual
- G 2. TV
- F 3. examination
- D 4. diet
- B 5. whole grains
- C 6. advice
- A 7. sweat

Meanings

- A. water that comes out of your skin when you exercise
- B. brown rice, whole wheat, oatmeal
- C. an opinion that someone gives you to help you
- D. food a person eats
- E. stress
- F. checkup
- G. television
- H. good morning
- I. every year

Answer Key for Answer Sheet 2

NAME _____ DATE _____

Directions

Using the information that you read in the conversation between George and his doctor, answer these questions. You can reread the conversation and you may make notes or highlight on the reading or the answer sheet. For some questions, there is more than one correct answer.

1. George has some medical problems. List two problems that he tells the doctor about.

Any two of these are acceptable answers:

- He can't sleep at night.
- He has stomach pains.
- He's gaining weight.

2. What did George eat for lunch yesterday?

All meat pizza

Answer Key for Answer Sheet 2, continued

3. Why has George gained 20 pounds?

Acceptable answers:

- **He eats unhealthy foods or He eats fatty foods or Because of his diet**
- **He doesn't exercise**

4. Does George like to sweat? Why or why not?

No, because his clothes get wet and smelly

5. Why can't George sleep at night?

Acceptable answers:

- **He worries about losing his job**
- **His job is stressful**

6. List two changes that George can make to help him manage his stress.

Answers will vary; a proficient answer will list two changes that should be related to eating healthy food and/or getting more exercise.

7. Why does George feel that exercise will be difficult for him?

He doesn't have a lot of time.

8. Think about times that you, or other people you know, have been in situations like George's. From what you know about those times, do you think George will follow the doctor's orders? Why or why not?

Answers will vary; a proficient answer will explain why the learner thinks George will or will not follow the doctor's orders and include information not provided in the reading:

Example 1 — Yes, George is worried about the problems that he is having. People who are overweight and have high blood pressure can get even sicker if they don't try to get healthier.

Example 2 — No, once people like George get stuck in the habit of eating poorly and watching TV, it is hard for them to stop.

9. Think about your own lifestyle. Based on what you read, would you make any changes to be healthier? If yes, what changes and why? If no, why not?

Answers will vary; a proficient "yes" answer should explain what changes they would make and why they would make them and should be appropriate to the context of being healthier. A proficient "no" answer should explain why they would not make any changes and should be appropriate to their health.

Design Specifications and Scoring Rubric Templates for Accountability Assessments

PERFORMANCE LEVEL 5: *Read With Understanding*

Characteristics of Assessment Tasks

Action — Performance Goal. Reading to locate, summarize, analyze and apply information to make a decision or accomplish an action

Type of Text. Short, dense texts (labels, instructions) or longer texts (essays, articles, case studies) that may have multiple sections or formats that serve multiple purposes (mass transit brochures, Web sites, newspapers, medicine labels)

Content. May include specialized content, abbreviations and specialized vocabulary

Environment. One or more familiar or comfortable settings

Estimated Time To Complete Task. One to three hours

Materials. Specific text(s) as well as tools such as dictionaries, written questions or checklists to help locate important information in text; charts (for placement of information); question/answer sheets; notes for oral presentations; other documentation forms

Knowledge and Strategies Assessed at Performance Level 5

- Recognizing and interpreting abbreviations and specialized vocabulary
- Demonstrating familiarity with everyday and some specialized content knowledge and vocabulary and with paragraph structure and document organization
- Locating important information, reading identified sections for detail and determining missing information using a wide range of strategies

- Monitoring and enhancing comprehension using a wide range of strategies
- Organizing and analyzing information and reflecting upon its meaning using a range of strategies such as classification, categorization, and comparison/contrast
- Evaluating prior knowledge against new information in texts to enhance understanding of the information

Evidence

Observations. Written notes by assessor to document adult learner's completion of task; notes by assessor on oral presentations

Work Products.

- Oral or written answers to provided questions about work process and strategies
- Information from reading placed on a provided chart

Task Structure

Tasks may be complex and structured and include guides, worksheets, and tools such as a dictionary or a computer

Scoring Rubric Template — EFF Performance Level 5			
Unable to Score	Beginning	Proficient	Advanced
	<ul style="list-style-type: none"> Recognizes and uses some abbreviations and specialized vocabulary, but may confuse meanings and functions 	<ul style="list-style-type: none"> Recognizes and accurately interprets abbreviations and specialized vocabulary 	<ul style="list-style-type: none"> Interprets and uses abbreviations and specialized vocabulary effectively and appropriately
	<ul style="list-style-type: none"> Accurately locates and reads some key information 	<ul style="list-style-type: none"> Accurately locates important information, reads identified sections for detail and determines missing information using a wide range of strategies Successfully monitors and enhances comprehension using a wide range of strategies 	<ul style="list-style-type: none"> Provides accurate and detailed summaries and organizational schemes for information
	<ul style="list-style-type: none"> May provide responses to the task that are incomplete or contain major factual or organizational errors 	<ul style="list-style-type: none"> Effectively organizes and analyzes information and reflects upon its meaning using a range of strategies 	
	<ul style="list-style-type: none"> Draws on prior knowledge but may have difficulty using new information to evaluate it 	<ul style="list-style-type: none"> Uses new information to evaluate prior knowledge 	<ul style="list-style-type: none"> Begins to synthesize prior knowledge and new information to develop some new positions
	<ul style="list-style-type: none"> May have difficulty completing reading task without direction or support 	<ul style="list-style-type: none"> Completes reading task with little direction or support and without major errors 	<ul style="list-style-type: none"> Completes reading task with little or no support and with only a few minor errors

Model Assessment Task

PERFORMANCE LEVEL 5: *Read With Understanding*

Using the Web To Find Out How To Write a Résumé

Characteristics of Assessment Tasks

Action — Performance Goal. Read a scenario about a neighbor who wants to write a résumé, instructions about how to navigate the Internet, and information taken from a Web site to find instructions and advice for the neighbor on résumé writing

Type of Text. One-page scenario with narrative paragraphs and complex sentence structure; one-page list of bulleted points on Internet navigation; three pages from a Web site (monster.com), two of which contain densely written information

Content. Everyday vocabulary; some specialized vocabulary about employment, résumés, the Internet and the Web

Environment. Familiar, comfortable setting, such as the classroom

Estimated Time To Complete Task. 45 minutes

Materials.

- Written scenario
- Instructions for navigating the Internet
- Three pages from the monster.com Web site (Figures 1, 2 and 3)
- Answer Sheet 1
- Answer Sheet 2
- Highlighters, pens/pencils, dictionaries (English and bilingual dictionaries)

Knowledge and Strategies Assessed at Performance Level 5

Proficient performance requires:

- Recognizing and interpreting abbreviations and some specialized/technical vocabulary
- Familiarity with everyday and some specialized content knowledge and vocabulary and with paragraph structure and document organization

- Locating important information, reading identified sections for detail and determining missing information using a wide range of strategies such as skimming; scanning; and using headings/titles, key words, context clues and graphics/pictures
- Monitoring and enhancing comprehension using a wide range of strategies such as recalling, restating and summarizing information from multiple sources
- Organizing and analyzing information and reflecting upon its meaning using a range of strategies such as classification, categorization and comparison/contrast
- Using new information to evaluate prior knowledge

Additional Knowledge and Strategies That May Affect Performance

- Some familiarity with the Internet, the Web and Web site navigation and some very basic familiarity with the purpose and content of résumés

Evidence

Observations. (None in this task)

Work Products.

- Completed question-and-answer forms (Answer Sheets 1 and 2)

Model Assessment Task: Using the Web To Find Out How To Write a Résumé

Step-by-Step Procedures for Administration

This task may be administered to an individual or to a group of learners. There is no time limit on this task, but it should require no more than 45 minutes to complete. You may repeat any of the steps as needed, but you must speak in English and you must read the steps exactly as they are written in the scripts. You also may model any requirement of the task to help clarify, as needed.

Step 1

Explain the task requirements and expectations:

“This task assesses how well you can read and understand some instructions for navigating an Internet Web site and information about one person who will need your advice about writing a résumé. You also will be assessed on how well you read and understand information about résumé writing taken from a Web site. You will be asked to describe how you would use the Internet to get information about writing a résumé and you will be asked to show how well you understand the information from the Internet by answering questions about what you read.”

Step 2

Pass out the scenario, the Web site navigation instructions and the Web site page (Figure 1). Ask learners to read these materials:

“Read this scenario about your neighbor, Helen Jones, silently to yourself. When you are finished reading the story, look at the instructions for navigating a Web site and read these instructions silently to yourself.

“After reading these two pages, look at Figure 1. Imagine that you go to the Web to find information to help Helen with her résumé. You decide to look at monster.com, a Web site designed to help people find jobs. Figure 1 is taken from the monster.com Web site. Read over the information on this page. If there are words that you do not understand, you may use a dictionary for clarification. You can also make notes or highlight on any of the materials you receive.”

Pass out copies of Answer Sheet 1. Ask the learners to answer the first two questions on the Answer Sheet based on the information they read in the scenario, the instructions for navigating the Internet and Figure 1:

“You will use the information you read from the monster.com Web site, from the scenario, from the Web site navigation instructions, and also any knowledge you may have already about writing résumés or using the Internet to answer the questions on your Answer Sheet. You may reread any of the materials you have. Are there any questions before we begin?”

Step 3

After answering any questions, tell learners to begin:

“Read the documents I gave you and answer the questions on Answer Sheet 1. When you have finished, please look up.”

Step 4

When learners have finished the first part of this task and answered the questions on Answer Sheet 1, pass out Figures 2 and 3. Ask them to read the information on these pages and to answer the two questions on Answer Sheet 2:

“Now imagine you decide to click on two of the links on the monster.com Web site that might have information to help your friend Helen with her résumé. The first link brings you to some information about what to do on a résumé if you’ve been fired and have other negatives in your work history. This information can be found on Figure 2. The second link brings you to some information about having too little experience in the job market. This information can be found on Figure 3. Read the information provided on both of these sheets. You may make notes or highlight on any of these materials. If there are words that you do not understand, you may use a dictionary for clarification.

“You will use the information that you read about résumés, the information you have in the scenario about Helen Jones, and any knowledge you may have already about writing résumés or using the Internet to answer questions 1 and 2 on Answer Sheet 2.

“Are there any questions before we begin?”

Step 5

After answering any questions, tell learners to begin.

“Read the documents I gave you and answer the two questions on the Answer Sheet.”

Step 6

Collect all task materials and record the approximate time each learner takes to complete the task.

Scoring Rubric for Using the Web To Find Out How To Write a Résumé — EFF Performance Level 5

Unable to Score	Beginning	Proficient	Advanced
	<ul style="list-style-type: none"> • Familiarity with everyday words and specialized content and vocabulary needs improvement; correctly identifies one or fewer links for question 1 on Answer Sheet 1 that are relevant to Helen Jones' situation 	<ul style="list-style-type: none"> • Shows sufficient familiarity with everyday words and some specialized content and vocabulary by correctly identifying two links for question 1 on Answer Sheet 1 that are relevant to Helen Jones' situation 	<ul style="list-style-type: none"> • Shows strong familiarity with everyday words and specialized content and vocabulary by correctly identifying three links for question 1 on Answer Sheet 1 that are relevant to Helen Jones' situation
	<ul style="list-style-type: none"> • Demonstrates a limited ability to locate information by being able to identify one or fewer relevant links in answer to question 1 and having difficulty explaining reasoning for choice of link in question 2 on Answer Sheet 1 	<ul style="list-style-type: none"> • Demonstrates sufficient ability to locate information by correctly identifying two relevant links and by giving adequate reasoning for choice of link in question 2 on Answer Sheet 1 	<ul style="list-style-type: none"> • Demonstrates a very good ability to locate information by identifying three relevant links in answer to question 1 and by providing a detailed, well-thought-out reasoning for choice of link in question 2 on Answer Sheet 1
	<ul style="list-style-type: none"> • Responses to questions 1 and 2 on Answer Sheet 2 could be improved; does not indicate the effective application of prior knowledge; little to no application of new knowledge from Figures 2 and 3 	<ul style="list-style-type: none"> • Responses to questions 1 and 2 on Answer Sheet 2 reveal some ability to recall prior knowledge and combine it with new information to appropriately answer questions; uses new information from Figures 2 and 3 appropriately with few major errors 	<ul style="list-style-type: none"> • Strong, effective use of prior knowledge to answer questions 1 and 2 on Answer Sheet 2; uses new information from Figures 2 and 3 to provide a reasonable explanation for answers to questions 1 and 2 with few minor errors
	<ul style="list-style-type: none"> • Has some difficulty completing the reading task without direction or support 	<ul style="list-style-type: none"> • Completes reading task with little apparent difficulty, needing little direction or support 	<ul style="list-style-type: none"> • Completes reading task with ease, needing little or no support

Using the Web To Find Out How To Write a Résumé

Scenario for Helping a Neighbor Find a Job

Your neighbor, Helen Jones, is trying to find a job and would like to write a résumé. She has had some problems in her past job and is worried about writing her résumé. She has heard about Web sites on the Internet that help people write résumés but she doesn't have much experience with computers. She has come to you for help.

Helen used to work as an assistant manager at a grocery store. Before that, she worked as a cashier in the same store. She was promoted to assistant manager three months after she had started working as a cashier because she was hardworking, very well organized and respected by her co-workers. She was given an "employee of the month" award after her fourth month at work.

Six months after Helen was promoted, she broke her leg and was in the hospital for two weeks. During that time, she could not go to work at all. When she was able to return to work, she could only work limited hours and had problems standing for many hours, which the job demanded. She also had to go to many doctor's appointments, often during her shift. The manager of the store fired her after she had missed work several times without explanation.

Helen is 23 years old. The cashier job was the first job that she ever had. After being fired, she got her GED and is interested in learning more about how to use computers. Her leg is healed and she wants to get another job as a cashier, but she is concerned that her lack of experience and having been fired will make getting a new job difficult.

You can help Helen with her résumé by using information from the Internet.

Using the Web To Find Out How To Write a Résumé

Instructions for Navigating a Web Site

The Internet is a large collection of computers connected together. Computers “talk” to each other and can send and receive information like electronic mail, picture files and music files. These computers are commonly referred to as the World Wide Web, or sometimes just the Web or the ‘net. Individuals can use the Internet to get information on almost any subject as well, which is why some have called the World Wide Web the “information superhighway.”

Here are some basic instructions for how to look at a Web site on the Internet:

You move to a new page by typing its URL — its location (address) on the Web. URLs normally begin with **http://**, followed by one or more names that identify the address. For instance, **http://netscape.com**.

1. Click the **Location Bar** to select the URL that is already there.
2. **Type the URL of the page you want to visit.** The URL you type replaces any text already in the Location Bar.
3. Press **Enter**.

Clicking a Link:

Most Web pages contain links you can click on to move to other pages.

1. Move the pointer until it changes to a pointing finger. This happens whenever the pointer is over a link. Most links are underlined text, but buttons and pictures can also be links.
2. Click the link once. While the network locates the page that the link points to, status messages appear at the bottom of the window.

Using the Web To Find Out How To Write a Résumé

Answer Sheet 1

NAME _____ DATE _____

Directions

Read the scenario and the instructions for navigating a Web site silently to yourself. When you have finished reading, look at Figure 1. Imagine that you go to the World Wide Web to find information to help Helen with her résumé. You decide to look at monster.com, a Web site designed to help people find jobs. Figure 1 is taken from the monster.com Web site. Read over the information on this page. You may make notes or highlight on any of these materials. If there are words that you do not understand, you may use a dictionary for clarification. When you have finished reading these figures, answer the questions on this page.

Using the information you read from the monster.com Web site (Figure 1), from the scenario, from the Web site navigation instructions, and also any knowledge you may already have about writing résumés or using the Internet, answer questions 1 and 2. You may reread any of the materials you have.

1. Identify three links from Figure 1 that you would click on to find information that could help Helen Jones.

2. Choose one of the three links that you listed above and explain why you think this link will help Helen write her résumé.

Using the Web To Find Out How To Write a Résumé

Answer Sheet 2

NAME _____ DATE _____

Directions

Imagine you decide to click on two of the links on the monster.com Web site that might have information to help your friend Helen with her résumé. The first link brings you to some information about what to do on a résumé if you've been fired or have other negatives in your work history. This information can be found on Figure 2. The second link brings you to some information about having too little experience in the job market. This information can be found on Figure 3. Read the information provided on both of these sheets. You may make notes or highlight on any of these materials. If there are words that you do not understand, you may use a dictionary for clarification. When you have finished reading these figures, answer the questions on this page.

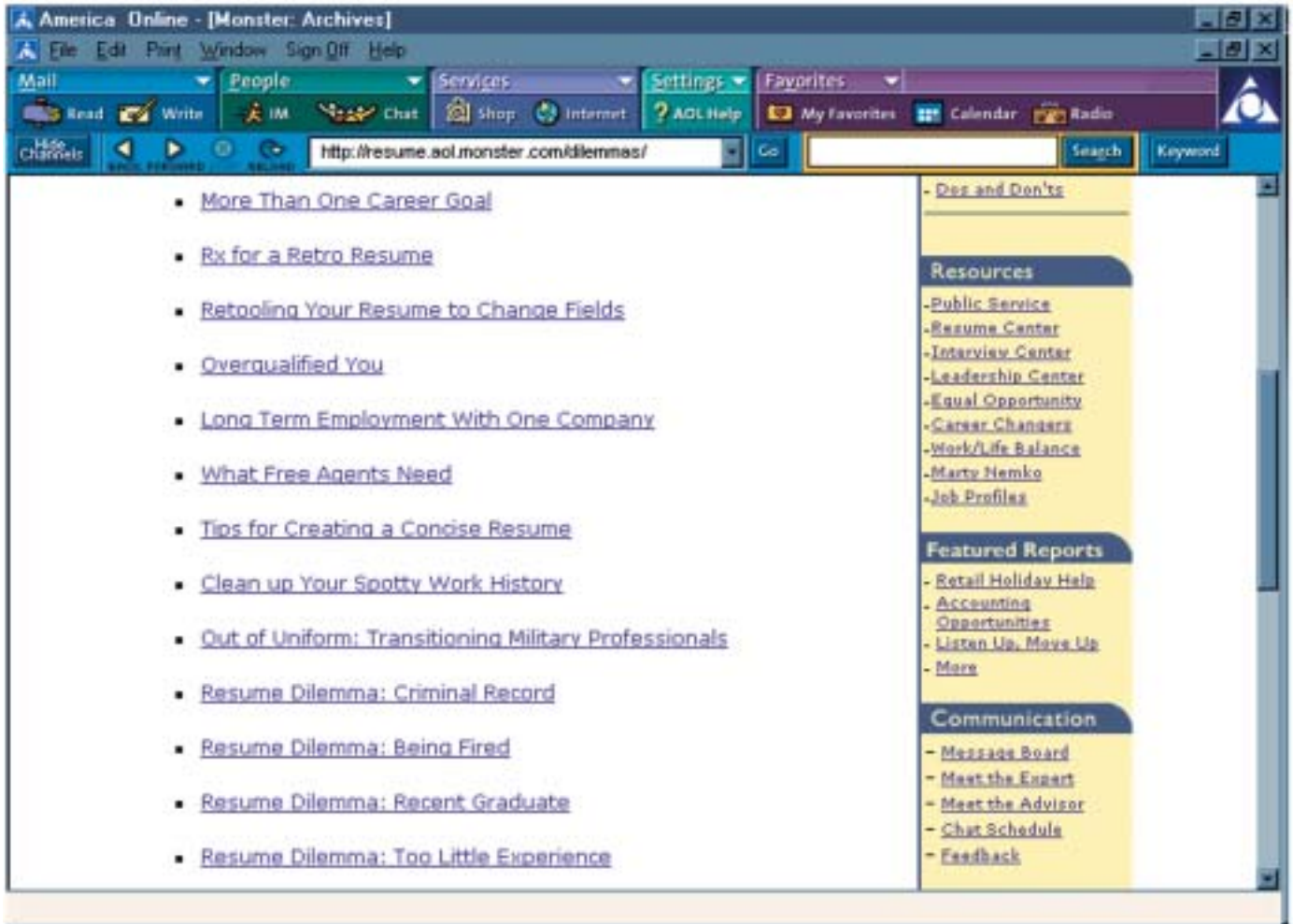
You will use the information that you read in these figures, the information you have in the scenario about Helen Jones, and any knowledge you may have already about writing résumés or using the Internet to answer these two questions.

1. After reading Figure 2, what advice would you give Helen about writing her résumé?

2. After reading Figure 3, what advice would you give Helen about writing her résumé?

Using the Web To Find Out How To Write a Résumé

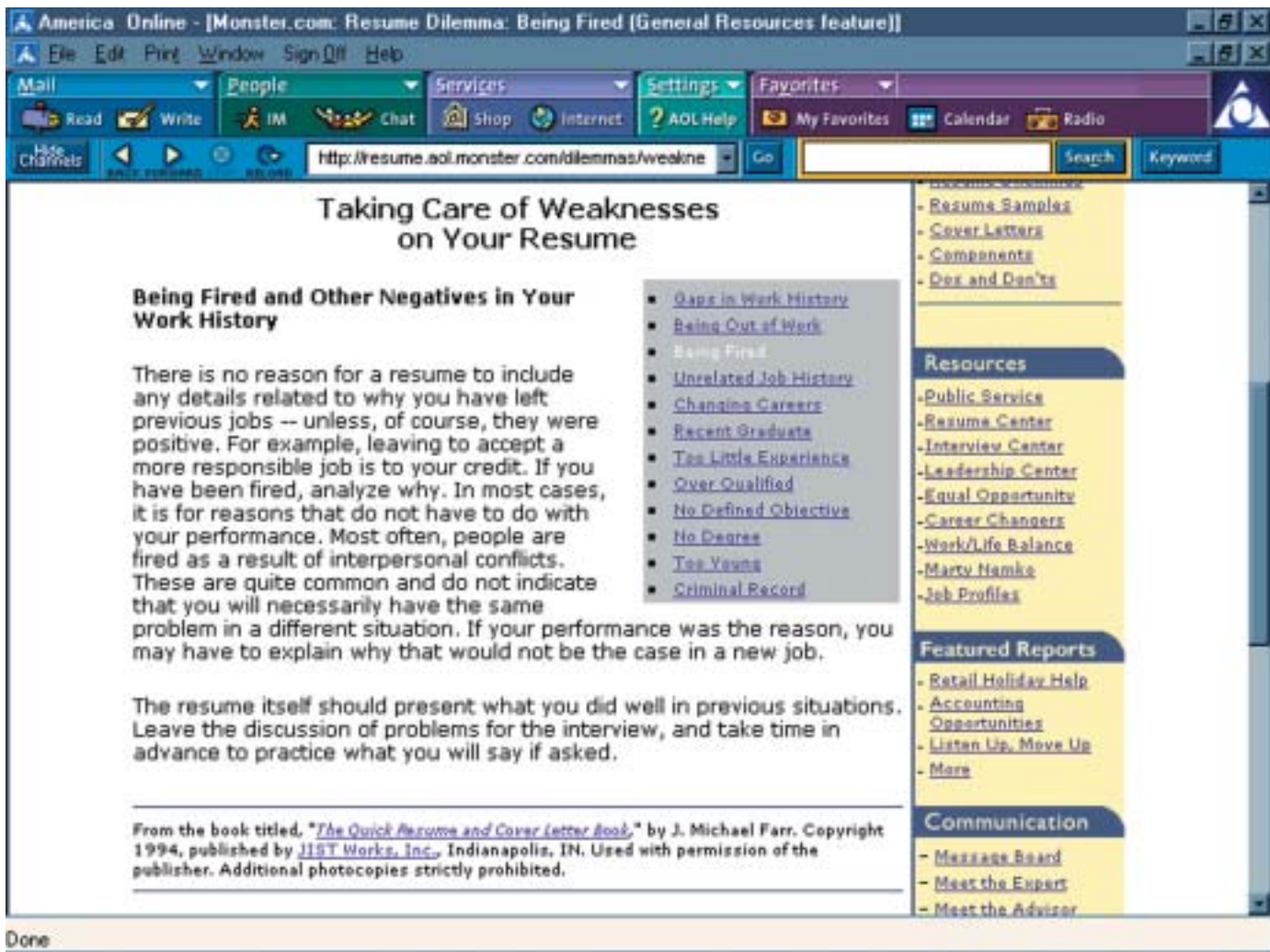
Figure 1



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Using the Web To Find Out How To Write a Résumé

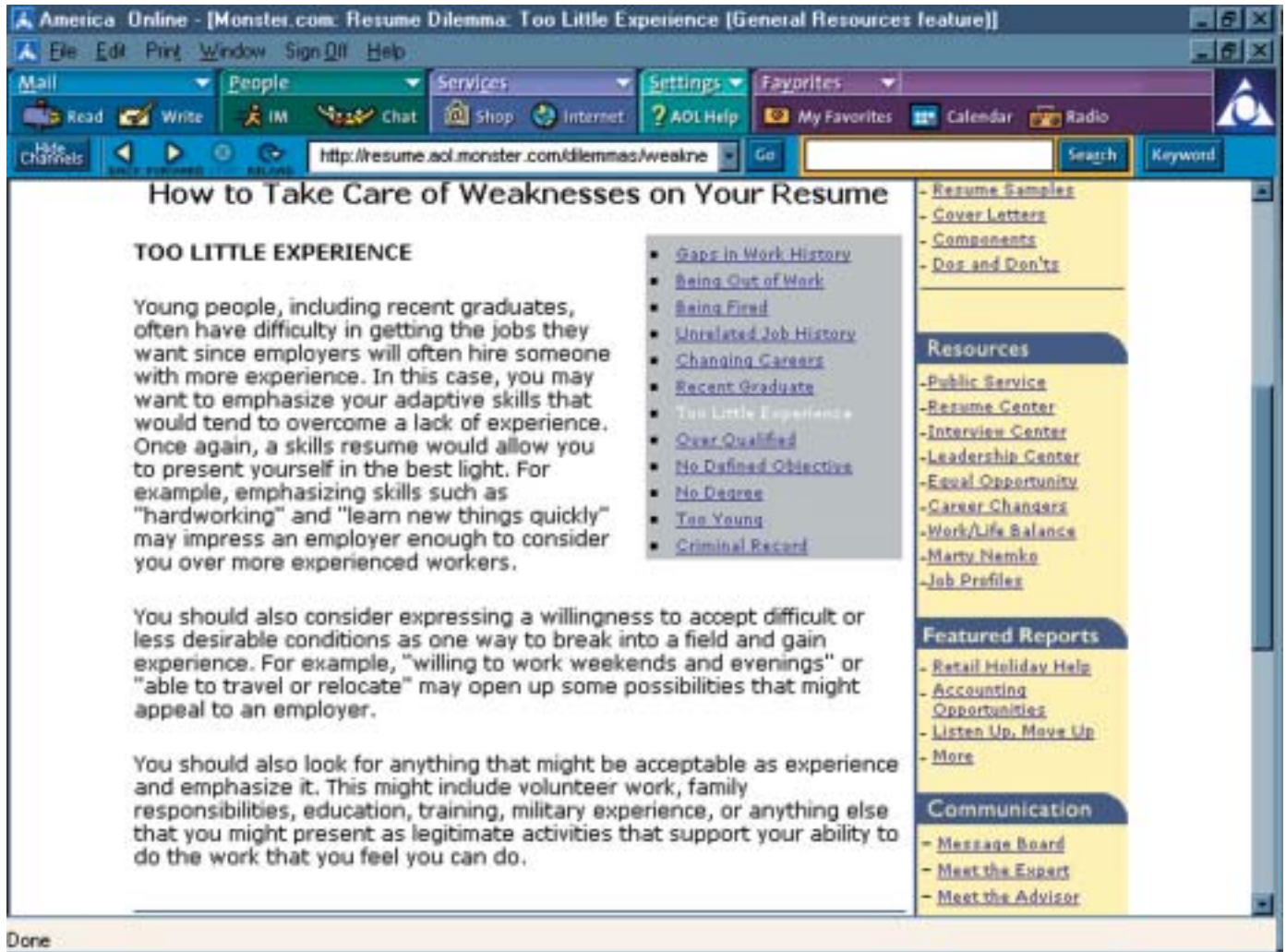
Figure 2



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Using the Web To Find Out How To Write a Résumé

Figure 3



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Using the Web To Find Out How To Write a Résumé

Answer Key for Answer Sheet 1

NAME _____ DATE _____

Directions

Read the scenario and the instructions for navigating a Web site silently to yourself. When you have finished reading, look at Figure 1. Imagine that you go to the World Wide Web to find information to help Helen with her résumé. You decide to look at monster.com, a Web site designed to help people find jobs. Figure 1 is taken from the monster.com Web site. Read over the information on this page. You may make notes or highlight on any of these materials. If there are words that you do not understand, you may use a dictionary for clarification. When you have finished reading these figures, answer the questions on this page.

Using the information you read from the monster.com Web site (Figure 1), from the scenario, from the Web site navigation instructions, and also any knowledge you may already have about writing résumés or using the Internet, answer questions 1 and 2. You may reread any of the materials you have.

1. Identify three links from Figure 1 that you would click on to find information that could help Helen Jones.

Any three of the following are acceptable answers:

- **Résumé Dilemma: Being Fired**
- **Résumé Dilemma: Recent Graduate**
- **Résumé Dilemma: Too Little Experience**
- **Tips for Creating a Concise Résumé**

2. Choose one of the three links that you listed above and explain why you think this link will help Helen write her résumé.

Answers will vary; a proficient answer will be appropriate to the link chosen and to helping Helen write her résumé.

Using the Web To Find Out How To Write a Résumé

Answer Key for Answer Sheet 2

NAME _____ DATE _____

Directions

Imagine you decide to click on two of the links on the monster.com Web site that might have information to help your friend Helen with her résumé. The first link brings you to some information about what to do on a résumé if you've been fired and have other negatives in your work history. This information can be found on Figure 2. The second link brings you to some information about having too little experience in the job market. This information can be found on Figure 3. Read the information provided on both of these sheets. You may make notes or highlight on any of these materials. If there are words that you do not understand, you may use a dictionary for clarification. When you have finished reading these figures, answer the questions on this page.

You will use the information that you read in these figures, the information you have in the scenario about Helen Jones, and any knowledge you may have already about writing résumés or using the Internet to answer these two questions.

1. After reading Figure 2, what advice would you give Helen about writing her résumé?

Answers will vary; a proficient answer will be appropriate to helping Helen write her résumé and include information drawn from Figure 2 and relevant prior knowledge about writing résumés or using the Internet.

2. After reading Figure 3, what advice would you give Helen about writing her résumé?

Answers will vary; a proficient answer will be appropriate to helping Helen write her résumé and will include information drawn from Figure 3 and relevant prior knowledge about writing résumés or using the Internet.

Design Specifications and Scoring Rubric Templates for Accountability Assessments

PERFORMANCE LEVEL 6: *Read With Understanding*

Characteristics of Assessment Tasks

Action — Performance Goal. Reading to locate, summarize, analyze and apply information to make a decision or accomplish an action

Type of Text. Long, complex, authentic texts (instructional manuals, bulletins) organized in multiple sections or formats that serve multiple purposes (cell phone manual, financial aid bulletin)

Content. Includes specialized content and technical vocabulary

Environment. One or more familiar or comfortable settings; setting may feature less familiar, task-related elements (cell phones, computers)

Estimated Time To Complete Task. One to five hours

Materials. Specific text(s) as well as other necessary tools, documentation forms or question/answer sheets

Knowledge and Strategies Assessed at Performance Level 6

- Recognizing and interpreting terms, signs, symbols, acronyms and abbreviations
- Demonstrating familiarity with extensive specialized content knowledge and vocabulary and with the organization of long, complex prose and complex documents
- Using a wide range of strategies to guide reading of long texts
- Identifying both directly stated and implied important information
- Monitoring and enhancing comprehension using a wide range of strategies such as brainstorming and question formulation techniques

- Organizing and analyzing information and reflecting upon its meaning using a wide range of strategies such as applying relevant information to multiple scenarios, summarizing, and drawing “big picture” conclusions and generalizations from detailed reading
- Integrating prior knowledge with new information in texts to develop deep understanding of the information

Evidence

Observations.

- Oral interviews with adult learners, documented by assessor, about work process/strategies
- Written observations by assessor to document completion of task

Work Products.

- Written answers in sentences or short paragraphs to provided questions about work process or strategies

Task Structure

Tasks may be complex, structured or unstructured, and include suggested reading strategies, worksheets, and use of tools such as a dictionary or a computer

Scoring Rubric Template — EFF Performance Level 6			
Unable to Score	Beginning	Proficient	Advanced
	<ul style="list-style-type: none"> Recognizes and uses some technical terms, signs, symbols, acronyms and abbreviations, but may confuse meanings and functions 	<ul style="list-style-type: none"> Recognizes and accurately interprets technical terms, signs, symbols, acronyms and abbreviations 	<ul style="list-style-type: none"> Interprets and uses technical terms, signs, symbols, acronyms and abbreviations effectively and appropriately
	<ul style="list-style-type: none"> Synthesizes or summarizes key information from long, complex text(s) with some minor inaccuracies 	<ul style="list-style-type: none"> Accurately synthesizes, summarizes or draws conclusions from the information presented in long, complex text(s) 	<ul style="list-style-type: none"> Accurately and comprehensively synthesizes, summarizes or draws conclusions from information in long, complex text(s)
	<ul style="list-style-type: none"> Uses a wide range of strategies to enhance comprehension 	<ul style="list-style-type: none"> Uses a wide range of strategies and overcomes some barriers to comprehension 	<ul style="list-style-type: none"> Uses a wide range of strategies and easily overcomes barriers to comprehension
	<ul style="list-style-type: none"> Synthesizes and begins to integrate prior knowledge and new information to enhance understanding and ability to apply information 	<ul style="list-style-type: none"> Effectively integrates new information with prior knowledge to enhance understanding and ability to apply information 	<ul style="list-style-type: none"> Easily integrates new information with prior knowledge to enhance understanding and ability to apply information
	<ul style="list-style-type: none"> Completes reading task without direction or support, but some responses may be incomplete or contain major factual errors 	<ul style="list-style-type: none"> Completes reading task with little direction or support and without major errors 	<ul style="list-style-type: none"> Completes reading task with little or no support and with only a few minor errors

Model Assessment Task

PERFORMANCE LEVEL 6: *Read With Understanding*

Dealing With Bullying

Characteristics of Assessment Tasks

Action — Performance Goal. Read an article on bullying to offer information to a parent about identifying and dealing with bullying behavior in a child

Type of Text. Eight-page, multisection excerpt from an Internet article on bullying, *Bullying: Information for Parents and Teachers* (includes citations)

Content. General and some specialized vocabulary and content on a social issue designed for an audience (such as parents) with an interest in the issue

Environment. Familiar, comfortable setting, such as the classroom

Estimated Time To Complete Task. 1.5 hours

Materials.

- “Bullying: Information for Parents and Teachers”
- Question and Answer Sheet (Answer Sheet 1)
- Pens, pencils, highlighters, dictionaries

Knowledge and Strategies Assessed at Performance Level 6

Proficient performance requires:

- Recognizing and interpreting terms, signs, symbols, acronyms and abbreviations such as terms used in technical manuals, complex application forms or other technical literature
- Familiarity with extensive specialized content knowledge and vocabulary and with the organization of long, complex prose (manuals, bulletins) and complex documents (forms, schedules, charts)

- Using a wide range of strategies (drawing on prior experience with a variety of prose and document formats, previewing, predicting and using text organizers such as index, table of contents, headings, bold print, bullets) to guide reading of long texts
- Identifying both directly stated and implied important information
- Monitoring and enhancing comprehension using a wide range of strategies such as brainstorming and question formulation techniques
- Analyzing information and reflecting upon its meaning using a wide range of strategies such as applying relevant information to multiple scenarios, summarizing, and drawing “big picture” conclusions and generalizations from detailed reading
- Integrating new information with prior knowledge to develop deep understanding and make decisions/prepare to act

Additional Knowledge and Strategies That May Affect Performance

- General familiarity with child development and behavior
- Familiarity with required response format

Evidence

Observations. (None in this task)

Work Products.

- Written responses on Answer Sheet 1

Model Assessment Task: Dealing With Bullying

Step-by-Step Procedures for Administration

This task can be administered to individual students or small groups. While there is no time limit to complete the task, it should require no more than 1.5 hours to complete. You may repeat any of the steps as needed, but you must speak in English and read the steps exactly as they are written in the script. You also may model any requirement of the task to help clarify, as needed.

Step 1

Explain the task requirements and expectations and hand out the reading passage and Answer Sheet 1:

“This is an assessment of your ability to read with understanding. I have given you a copy of an excerpt from an article on the subject of bullying. In a moment, I will ask you to begin reading this article. After you have finished reading the article, you will write definitions and answer questions on the answer sheet. The questions ask you to find information in the article and, in some cases, to analyze and interpret that information in light of your own knowledge and experience. When you are writing answers to questions, you may look back at the article to find the information you need to respond to the questions.”

Step 2

Tell the students to begin working on the task:

“Begin reading the article now. You may use a dictionary if you come across a word you do not understand. When you have finished reading once through the entire article, take out the answer sheet, read the directions and begin writing your answers. In completing the answer sheet, you should look back at the article to find relevant information, but do not simply copy the words of the article or definitions from the dictionary in your written answers. Use your own words as much as possible. You may also use knowledge that you already have about this subject in your responses. In some cases, there is more than one right answer to a question. When you have completed writing answers to all the questions, please hand in the article and your answer sheet.”

Step 3

Observe the students as they read the article and make a note of how long each spends in the initial reading of the article and how long it takes to completely finish writing answers to the questions on the answer sheet.

Step 4

When all learners have finished writing, make sure that all materials, including the article and answer sheets, have been collected.

Scoring Rubric for Dealing With Bullying — EFF Performance Level 6			
Unable to Score	Beginning	Proficient	Advanced
	<ul style="list-style-type: none"> Defines fewer than six vocabulary items correctly and circles one or more incorrect responses to questions 2a and 2b 	<ul style="list-style-type: none"> Correctly defines six or more vocabulary items and correctly identifies answers to questions 2a and 2b 	<ul style="list-style-type: none"> Correctly defines all vocabulary items and effectively uses specialized vocabulary in written responses to questions 2a and 2b
	<ul style="list-style-type: none"> Has difficulty locating information needed to respond to questions 	<ul style="list-style-type: none"> Locates relevant information in the text and uses it in answering questions 2, 3 and 4 	<ul style="list-style-type: none"> Quickly and easily locates relevant information in the text and uses it in answering questions 2, 3 and 4
	<ul style="list-style-type: none"> Summarizes and synthesizes main ideas with minor inaccuracies in answers to questions 3 and 4 	<ul style="list-style-type: none"> Accurately summarizes and synthesizes main ideas in answers to questions 3 and 4 	<ul style="list-style-type: none"> Accurately and comprehensively summarizes and synthesizes main ideas in answers to questions 3 and 4
	<ul style="list-style-type: none"> Written responses to questions 3 and 4 are incomplete or inaccurate 	<ul style="list-style-type: none"> Written responses to questions 3 and 4 are complete and accurate 	<ul style="list-style-type: none"> Written responses to questions 3 and 4 are complete, concise and accurate
	<ul style="list-style-type: none"> Responses to questions 3 and 4 demonstrate some difficulty with integrating new information with prior knowledge and experience to develop a deeper understanding of the text and be able to make informed decisions 	<ul style="list-style-type: none"> Responses to questions 3 and 4 demonstrate a thorough understanding of the text and the ability to make informed decisions by integrating new information with prior knowledge and experience 	<ul style="list-style-type: none"> Responses to questions 3 and 4 demonstrate an ability to integrate new information easily and comprehensively with prior knowledge and experience to gain a deeper understanding of the text and make informed decisions

Dealing With Bullying

Excerpt From Article on Bullying

Bullying: Information for Parents and Teachers

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What Is Bullying?

Bullying can be defined as repeated and systematic harassment and attacks on others. Bullying can be perpetrated by individuals or groups. Bullying takes many forms, and can include many different behaviors, such as:

- physical violence and attacks
- verbal taunts, name-calling and put-downs
- threats and intimidation
- extortion or stealing of money and possessions
- exclusion from the peer group

Racially or ethnically-based verbal abuse and gender-based put-downs are also found in the bullying situation.

How prevalent is bullying?

Studies in several countries have consistently shown that at least 15 percent of students in schools are involved.

- About 9 percent are victims.
- About 7 percent bully others repeatedly.
- More students in younger grades are victimized.
- Boys are more likely to be bullies than girls.

Dynamics of Bully-Victim Situations

- A power differential exists between the bully and the victim.
- Bullies tend to be confident, aggressive, and lack empathy for the victim.
- Bullies come from homes where there is poor supervision, and modeling of and tolerance for aggressive behavior.

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- Victims tend to be quiet, passive children with few friends.
- Victims do not respond effectively to aggressive actions.
- Bullying is often done so that adults are not aware of it.
- Victims are ashamed, and often don't tell an adult.

Research on Bullying

Professor Dan Olweus, the pre-eminent researcher of bullying among school-age children and youth, defines bullying as follows:

A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students (Olweus, 1993, p. 9).

A power imbalance is found at the heart of the bullying dynamic. A student who is stronger, more aggressive, bolder, and more confident than average typically bullies other students who are weaker, more timid, and who tend not to retaliate or act in an assertive manner. Sometimes older students bully younger ones, or upper year students bully new students. Sometimes bullies pick on students who are disadvantaged by being new immigrants or are from a cultural minority group.

As with other interpersonal violence, such as dating violence, racial harassment, child abuse, and wife assault, the power imbalance is a main factor in understanding what is going on. Interventions must take this into account.

Dealing With Bullying

Excerpt From Article on Bullying, continued

It is a myth that bullies are insecure underneath their bravado. Research indicates that their self esteem is, on average, average or above average. It appears that bullies tend to come from homes where aggressive strategies to conflict resolution is modeled, although more research needs to be done on this connection.

Victims tend to be timid and, in the case of boys, tend to be physically weaker and less skilled than bullies. Victims tend to lack assertive responses to peer aggression, and they tend to be low on skills for making friends. They generally do not retaliate when they are picked on, so that they come to be seen as “safe” targets for bullying.

Prevalence of Bullying

Bullying is an old and widespread problem. Most of us can recall episodes of bullying that we or our classmates were subjected to during our school years. Research estimates indicate that the problem affects far more students than teachers or parents are aware of. A recent study of 1041 students in four Toronto area schools (Grades K–8) showed that the proportion of children who reported being victimized more than once or twice over the term was between 12 and 15 percent (Pepler, Craig, Ziegler & Charach, 1994). The proportion of students who reported having bullied others more than once or twice over the term ranged from 7 to 9 percent.

Olweus, in his extensive studies over the past twenty years in Norway, has found that about 15 percent, or one in seven students, are involved in bully/victim problems. Of these, about 9 percent are victims, and 7 percent bully others with some regularity (Olweus, 1993). When Dr. Olweus and his colleagues looked at very serious bully-victim problems, they found that slightly more than 3 percent of their very large sample were bullied once a week or more, while just less than 2 percent of students bullied other students that frequently.

Studies from a number of other countries have confirmed that rates of bullying are the same or higher in England, the United States, Japan, Ireland, Australia, and the Netherlands, among other countries.

Another important finding from these research studies is that most students who are bullied either do not report the bullying to adults, or they wait a very long time before doing so. The reasons include feelings of shame, fear of retaliation for reporting, and fear that adults cannot or will not protect the victim in the settings where bullying usually takes place: the playground, the hallway of the school, or on the way to and from school.

Olweus and colleagues have found that the percentage of students who report being victims of bullying decreases with age, over grades 2 to 9. In their sample of over 83,000 students in Norway, they found that while between 16 and 17 percent of students in Grade 2 reported being bullied, by Grade 9, the percentages decreased to 3 percent of girls and 6.5 percent of boys (Olweus, 1993). A large proportion of the bullied children in the lower grades reported being bullied by older children. This again underlines the role of power differentials in bullying.

In Canada, the studies on bullying have been fewer and much smaller scale than those in Norway, so there is less information available with regard to patterns over different grade levels. The study by Pepler et al. (1994) does not provide a grade breakdown in incidence of bullying. Another study, which was done by Ryan, Mathews and Banner (1993), provides information about aggression and victimization in a sample of 457 grade 7, 8, and 9 students. Ryan et al. (1993) used a substantially different set of questions compared to the Olweus and the Pepler et al. studies. Therefore, it is not possible to make direct comparisons between these studies, as to the rates of bullying at different grade levels. The students were asked to report whether each type of incident had ever happened to them, with no time period specified. Therefore, students in each grade may have been reporting incidents that happened to them in earlier grades. Also, the students in this study were asked to report on one-time occurrences of violence, rather than on repeated patterns or bullying. The Ryan et al. study found fairly high rates of occurrence of violent incidents, with a wide range of violent incidents being reported, from being threatened, to harassed, to having lunch money taken, to being threatened with a weapon.

Dealing With Bullying

Excerpt From Article on Bullying, continued

Gender Differences in Bullying

Patterns of bullying and victimization are very different for boys and girls. Boys are much more likely to report being bullies, and perpetrating violent acts on others than are girls, at each age. Girls are somewhat less likely than boys to be the victims of bullying, although the rates are not as discrepant as the bullying (perpetrator) rates.

This suggests that it is important to study whether boys victimize other boys, or both boys and girls, and vice versa. Olweus (1993) reports that one of his studies, conducted with students in grades five to seven, found that 60 percent of girls who were bullied were bullied only by boys, while another 15-20 percent were bullied by both boys and girls. The great majority of boys who were bullied (80 percent) were bullied only by boys. This shows that it is boys who are more likely to be the perpetrators of what Olweus calls “direct” bullying, that is, bullying which involves direct physical or verbal attacks. He has concluded that girls are more likely to use indirect, subtle, social means to harass other girls. He refers to behavior such as social exclusion, manipulation of friendship relationships, spreading rumors, etc. However, there appear to be few questions in his questionnaires to address this issue. The one question he did include was “How often does it happen that other students don’t want to spend recess with you and you end up being alone?” The results indicated that boys and girls were equally likely to have this problem. Olweus sees this as a measure of “indirect” bullying, but an alternative explanation is that this question may address socially rejected children who are not liked, but who are not intentionally bullied either. These may simply be the less popular children.

One conclusion about gender differences is that boys are more likely to be both the perpetrators and the victims of aggressive physical and verbal bullying by peers. Another conclusion is that girls are much more often a target of bullying by boys than vice versa. Taken together, these conclusions indicate that interventions should take into account the higher rates of aggressive behavior by males. A third conclusion is that more study is need-

ed of “indirect” or subtle bullying and of social exclusion, by both girls and boys.

What Causes Bullying?

A number of different factors have been identified which contribute to bullying problems. Family, individual, and school factors all contribute.

Family factors: A number of child-rearing styles have been found to predict whether children will grow up to be aggressive bullies. A lack of attention and warmth toward the child, together with modeling of aggressive behavior at home, and poor supervision of the child, provide the perfect opportunity for aggressive and bullying behavior to occur (Loeber & Stouthamer-Loeber, 1986; Patterson, DeBaryshe & Ramsey, 1989; and Olweus, 1993). Modeling of aggressive behavior may include use of physical and verbal aggression toward the child by parents, or use of physical and verbal aggression by parents toward each other. The connection between witnessing wife assault by children, particularly male children, and bully behavior by children toward peers, has not been well studied, but studies do indicate that aggressive behavior of all kinds is elevated in children who witness violence by their father toward their mother (Jaffe, Wolfe & Wilson, 1990).

Individual factors: The best-documented individual child factor in bullying is temperament. Temperament refers to basic tendencies by children to develop certain personality styles and interpersonal behaviors. Children who are active and impulsive in temperament may be more inclined to develop into bullies. With boys, physical strength compared to age peers also seems to be a characteristic which is associated with bullying, although of course there are many strong, physically adept boys who never bully.

School factors: The social context and supervision at school have been shown to play a major part in the frequency and severity of bullying problems. While teachers and administrators do not have control over individual and family factors which produce children who are

Dealing With Bullying

Excerpt From Article on Bullying, continued

inclined to bully, bullying problems can be greatly reduced in severity by appropriate supervision, intervention and climate in a school.

Supervision of children has been found to be of prime importance. Just as low levels of supervision in the home are associated with the development of bully problems in individual children, so too, are low levels of supervision at school, particularly on the playground or schoolyard and in the hallways. Also, the appropriateness of interventions by adults when they see bullying, or are made aware of it are very important.

The social climate in the school needs to be one where there is warmth and acceptance of all students, and one where there are high standards for student and teacher behavior toward one another. Teacher attitudes toward aggression, and skills with regard to supervision and intervention, partly determine how teachers will react to bullying situations. Curricula and administrative policies and support are also very important. These are further outlined in the section on Program that Work.

Who Becomes a Victim?

Children who become repeated victims of aggression, and bullying, tend to be quiet and shy in temperament. They tend not to retaliate or make any assertive responses to the initial aggression, which is then repeated by the bully. Children who become victims typically lack friends and social support at school, and they are often not confident in their physical abilities and strength.

While most victims do not do anything to provoke the victimization, there is a subgroup of victims who tend to show irritating and inappropriate social behavior. These children tend to be impulsive and have poor social skills. These “provocative victims” may also try to bully other children, so they are both bully and victim (Olweus, 1993).

What are the Long-term Consequences for Victims, Bullies, and Bystanders?

Victims of bullying typically are very unhappy children

who suffer from fear, anxiety, and low self-esteem as a result of the bullying. They may try to avoid school, and to avoid social interaction, in an effort to escape the bullying. Some victims of bullying are so distressed that they commit, or attempt to commit suicide. Several instances of suicide by boys who had been severely bullied occurred in Norway in the early 1980's. These tragic events mobilized that country to begin a nation-wide anti-bullying program (Olweus, 1993).

Even when bullying does not drive victims to the extremes of suicide, victims experience significant psychological harm which interferes with their social and academic and emotional development. The sooner the bullying is stopped, the better for the long-term outcome for victims. If bullying patterns are allowed to continue unchecked, there are long-term consequences for the victim. A follow-up study by Olweus (1993b) found that by the time former male victims of bullying were in their early twenties, they had generally made a positive social adjustment, as they had more freedom to choose their social and work milieu. However, they were more likely to be depressed, and had lower self-esteem than a comparison group who had not been bullied.

The serious long-term outcomes for bullies are also important to recognize. Bullies tend to become aggressive adults who stand a much higher chance than average of obtaining multiple criminal convictions (Olweus, 1979). These findings by Olweus and his group fit well with other studies which have found exactly the same outcome for children, especially males, who are aggressive as children (e.g. Robins, 1978; Loeber & Dishion, 1983).

Another important but often overlooked group of children who are affected by bullying are those children who are neither victims nor perpetrators of bullying, but who see bullying happen to their peers. There are also children who will not take the initiative to bully themselves, but will follow a bully's lead in helping to harass or victimize a particular child in their class or school. All children, including bystanders, are negatively affected when bullying occurs. The bullying may cause anxiety or fear

Dealing With Bullying

Excerpt From Article on Bullying, continued

in bystanders. The learning environment is poisoned by bullying, particularly when there are no effective interventions in the bullying situation. Children who observe violent behavior and see that it has no negative consequences for the bully, will be more likely to use aggression in the future.

What Can Be Done to Stop Bullying?

There are many effective strategies for both teachers and parents who wish to stop bullying. An important starting point is to realize that much bullying occurs without the

What Can Parents Do If Their Children Are Being Bullied?

- 1** Ask the child directly. Often children do not wish to tell their parents due to shame and embarrassment, or fear that bullies will retaliate if they tell. Look for signs such as: fear of going to school, lack of friends, missing belongings and torn clothing, and increased fearfulness and anxiety.
- 2** Work with the school immediately to make sure your child is safe, that effective consequences are applied toward the bully, and that monitoring at school is adequate. Advocate for involvement of the bully's parents. If the bullying is happening on the way to and from school, arrange for the child to get to school with older, supportive children, or take him or her until other interventions can take place.
- 3** If your child is timid, and lacks friends, try to arrange for your child to participate in positive social groups which meet his or her interests. Developing your child's special skills and confidence in the context of a positive social group can be very helpful.
- 4** Suggest that the school implement a comprehensive anti-bullying program. A home-and-school association meeting to discuss and support such an initiative can be helpful.

What To Do If Your Child Is Aggressive Or Bullies Others?

Take the problem seriously. Children and youth who bully others often get into serious trouble in later life, and may receive criminal convictions. They may have continuing trouble in their relationships with others. Here are some things you can do to turn the situation around.

- 1** Talk to your child, talk to his or her teachers and administrators. Keep in mind that a bully will try to deny or minimize his or her wrong-doing.
- 2** Make it clear to your child that you will not tolerate this kind of behavior, and discuss with your child the negative impact bullying has on the victims. Do not accept explanations that "it was all in fun."
- 3** Arrange for an effective, non-violent consequence, which is in proportion with the severity of your child's actions, and his or her age and stage of development. Corporal punishment carries the message that "might is right."
- 4** Increase your supervision of your child's activities and whereabouts, and who they are associating with. Spend time with your child, and set reasonable rules for their activities and curfews.

5 Co-operate with the school in modifying your child's aggressive behavior. Frequent communication with teachers and/or administrators is important to find out how your child is doing in changing his or her behavior.

6 Praise the efforts your child makes toward non-violent and responsible behavior, as well as for following home and school rules. Keep praising any efforts the child makes.

7 If your child is viewing violent television shows, including cartoons, and is playing violent video games, this will increase violent and aggressive behavior. Change family and child's viewing and play patterns to non-violent ones.

8 Make sure that your child is not seeing violence between members of his or her family. Modeling of aggressive behavior at home can lead to violence by the child against others at school and in later life.

9 Seek help from a school psychologist, social worker, or children's mental health center in the community if you would like support in working with your child.

Dealing With Bullying

Excerpt From Article on Bullying, continued

knowledge of teachers and parents, and that many victims are very reluctant to tell adults of their problems with bullying. They may be ashamed to be a victim, and they are afraid that adults cannot or will not help to resolve the situation. They may have been threatened with retaliation if they tell.

Also, adults must re-examine some of their own beliefs with regard to interpersonal behavior before they can intervene effectively. Many teachers and parents tell children not to “tattle,” and to resolve their problems themselves. In the bullying situation, though, there is a power imbalance of some kind which ensures that the victim always gets the worst of the interaction. The victim and bully both need intervention in order to stop the pattern.

Some important strategies in stopping bullying are: providing good supervision for children; providing effective consequences to bullies; using good communication between teachers and parents; providing all children opportunities to develop good interpersonal skills; and creating a social context which is supportive and inclusive, in which aggressive, bully behavior is not tolerated by the majority.

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Dealing With Bullying

Answer Sheet 1

NAME _____ DATE _____

Directions

After you have finished reading the excerpt from the article “Bullying: Information for Parents and Teachers,” define the terms in question 1 and write answers to questions 2, 3 and 4. You may look back at the text to find information to answer the questions, but do not copy from the text or from the dictionary in writing your response. Use your own words. You also may use knowledge that you already have about this subject in your responses. In some cases, there is more than one right answer.

1. Write a short definition or explanation of the following terms. Write answers in your own words. Do not just copy from the text or the dictionary.
 - a. aggressive behavior
 - b. retaliation
 - c. perpetrator
 - d. victimize
 - e. bystander
 - f. timid
 - g. “indirect” bullying

Dealing With Bullying

Answer Sheet 1, continued

2. Circle the correct answer(s) to the following questions:

a. In which of the following country or countries did Dr. Olweus conduct his research on bullying?

United States

Canada

Norway

Spain

Australia

b. According to the research by Dr. Olweus and his colleagues, who is more likely to be the victim of a bully?

girls

boys

3. Imagine that your friend has a child who you think may be a bully. Write a short note to your friend that summarizes what you learned from the article about the causes of bullying and how to recognize when a child is being a bully.

4. Based on the information in the article and your own experience, what do you think are the three most important things that a parent can do to prevent bullying? Explain why you think these three things are important.

Dealing With Bullying

Answer Key for Answer Sheet 1

NAME _____ DATE _____

Directions

After you have finished reading the excerpt from the article “Bullying: Information for Parents and Teachers,” define the terms in question 1 and write answers to questions 2, 3 and 4. You may look back at the text to find information to answer the questions, but do not copy from the text or from the dictionary in writing your response. Use your own words. You also may use knowledge that you already have about this subject in your responses. In some cases, there is more than one right answer.

1. Write a short definition or explanation of the following terms. Write answers in your own words. Do not just copy from the text or the dictionary. ***(Although exact wording of responses will vary, a proficient answer should show a level of understanding as indicated below.)***
 - a. aggressive behavior: **characterized by or acting in a hostile manner; physically/verbally abusive**
 - b. retaliation: **to punish or get back at someone**
 - c. perpetrator: **a person who victimizes another person**
 - d. victimize: **to hurt or harass someone**
 - e. bystander: **someone who is present at or watches an event but doesn’t take part in it**
 - f. timid: **not aggressive or bold; shy; insecure**
 - g. “indirect” bullying: **subtle or not straightforward harassment of another person**

Dealing With Bullying**Answer Key for Answer Sheet 1, continued**

2. Circle the correct answer(s) to the following questions:

- a. In which of the following country or countries did Dr. Olweus conduct his research on bullying?

United States Canada **Norway** Spain Australia

- b. According to the research by Dr. Olweus and his colleagues, who is more likely to be the victim of a bully?

girls **boys**

3. Imagine that your friend has a child who you think may be a bully. Write a short note to your friend that summarizes what you learned from the article about the causes of bullying and how to recognize when a child is being a bully.

Answers will vary; a proficient answer will be in a note form that directly addresses the friend and should include information drawn from the text (such as the causes of bullying: family, individual and school factors) and relevant prior knowledge appropriate to recognizing bullying behavior in a child.

4. Based on the information in the article and your own experience, what do you think are the three most important things that a parent can do to prevent bullying? Explain why you think these three things are important.

Answers will vary; a proficient answer will be appropriate to the context of advice to a parent to prevent bullying, should include three points, and draws on information from the text and from relevant prior knowledge of child development of behavior.

SECTION 3

Guide To Using the EFF Assessment Prototype for Accountability Purposes

Getting Ready To Use the EFF Assessments for Read With Understanding

Before adult education programs begin to use the accountability assessments in the EFF Assessment Prototype, they must take a number of steps to make sure the conditions are in place for fair, valid and reliable results:

- **Programs** must have adopted curriculum and instruction aligned with the EFF Standard *Read With Understanding*.
- **Teachers** should have received training in — and should be using — standards-based instruction.
- **Adult learners** should have a goal to improve their reading.

Under these conditions, program administrators then can prepare to use the EFF *Read With Understanding* assessments for measuring proficiency by taking the following steps:

- Training program staff in procedures for using the EFF *Read With Understanding* performance levels for determining reading proficiency and placing adult learners in basic education or ESL reading classes
- Training teachers in the use of instructional assessment aligned with the *Read With Understanding* Standard and Continuum of Performance to guide teaching and learning, monitor adult learners' progress, and determine their readiness for postinstructional assessment using the accountability assessments

State or program professional development staff may provide this training, with technical assistance from and/or participation of staff from the EFF Center for Training and Technical Assistance.

AT THE STATE LEVEL Training and Preparation

To establish a general foundation for using the EFF *Read With Understanding* assessments successfully, we recommend that state-level professional development providers train all program administrators and key teachers in adult basic education and ESL programs in standards-based instruction. This training should prepare these professionals to teach and assess reading for multiple purposes and with different measures suited to those purposes.

This section highlights the necessary conditions, planning and preparation that states, programs and teachers need to have in place as they get ready to use EFF assessments for accountability purposes.

In this section you will learn about:

- How teachers, adult education programs and state agencies can plan and prepare to use EFF assessments for *Read With Understanding* for accountability purposes
- How a typical classroom, program and state agency might use the EFF accountability assessments to measure educational gains for the U.S. Department of Education's National Reporting System
- How to select, administer, score and report results of the EFF accountability assessments

Training in standard-based instruction should prepare... adult educators to teach and assess reading for multiple purposes...

We also recommend specialized training for two practitioners in each program on how to administer and score accountability assessment tasks for *Read With Understanding* using procedures that are sufficiently standardized to ensure validity and reliability.

Aligning Instruction With Standards

During initial training, facilitators will need to provide teachers and program administrators with opportunities to deepen their understanding of the relationship between standards-based instruction and assessment.

In a standards-based system, assessments actually are an integral part of teaching and learning, not a stand-alone activity that has little to do with teaching and learning. Instruction, then, should prepare adults for standards-based assessments by incorporating such assessments into everyday knowledge, skill and strategy building. Both instruction and assessments — for placement, monitoring and accountability purposes alike — should be based on the standards, which capture the knowledge, skills and strategies that are important for adults to learn.

In planning and carrying out professional development activities about standards-based instruction and assessment, facilitators may make good use of EFF tools to accomplish this. For instance, the *Read With Understanding* Continuum of Performance can be used as a guide to evaluate evidence from intake interviews, informal performance observations and standardized test scores to make initial placements of adult learners. The online EFF Teaching and Learning Toolkit provides ideas and resources to discover adults' real learning goals and to conduct informal — but informative — assessments of reading abilities during intake interviews. And the EFF Teaching/Learning Cycle points out opportunities for teachers to use EFF assessments for diagnostic purposes during teaching and learning. (Examples of instructional assessments appear on page 140.)

In addition to this initial training, we strongly advise states to offer ongoing professional development opportunities, such as technical assistance to programs, mentoring, an online course for new teachers in teaching and learning with the *Read With Understanding* Standard, and meetings or institutes that focus on developing and maintaining reliability and validity in administering and scoring assessment tasks. Some guidelines and resources for such training activities are included later in this section.

States may ask individual programs to submit plans for training their teachers in standards-based instruction. These plans can include training in strategies for:

- Teaching to the *Read With Understanding* Standard
- Administering, scoring and interpreting the results of instructional assessments (low-stakes assessments used during instruction to monitor learning progress and identify further instructional needs)
- Administering, scoring and interpreting the results of *Read With Understanding* accountability assessments

Program plans also may describe how staff members will take advantage of professional development opportunities available through the state over the course of a year.

We recommend requiring teachers who have been trained in administering, scoring and interpreting results of assessments to check their scoring periodically against other teachers' scores.

Finally, we recommend that each program designate one person (preferably the program administrator) to be certified as a rater of accountability assessments for *Read With Understanding*. This person will provide independent scoring (in addition to the scoring done by the instructor) on all accountability assessments. The certified rater also can assist instructors in interpreting the results of accountability assessments to ensure that these results are used to improve instruction. The certified rater will be one of the two practitioners in each program who participates in the EFF-sponsored training on how to administer and score accountability assessment tasks for *Read With Understanding*. Once this person is identified by the program and approved by the EFF staff after training, he or she will have access to ongoing technical support and accountability assessment resources from the EFF Center for Training and Technical Assistance.

AT THE PROGRAM LEVEL

Using the Continuum of Performance To Assess and Place Adult Learners

We recommend that staff and teachers in adult basic education programs use the *Read With Understanding* Continuum of Performance as the principal tool for deciding where to place adults who are just entering their programs.

Program staff should use all available evidence of the adults' ability to perform on the *Read With Understanding* Standard — including interviews, tests and informal observations, for example — to make placement decisions. We recommend interviewing adults when they enter the program to establish their learning goals, as well as formal and informal assessments of their reading ability, to help to determine the level and form of instruction best suited to their goals and skills.

Program staff then should evaluate the evidence using the *Read With Understanding* performance-level descriptions. Adult learners should be placed into the EFF performance level that is just above the performance that best matches their ability to read with understanding. In other words, if they appear to be able to perform proficiently in Performance Level 2, they will begin instruction on the knowledge, skills and strategies in Performance Level 3.

Program staff should [evaluate] all available evidence of...ability to perform on the Read With Understanding Standard...using the Read With Understanding performance-level descriptions.

This initial placement also can be used to determine the adult learners' corresponding National Reporting System Educational Functioning Level (see Table 1 on page 24, correspondences between EFF and the National Reporting System). Also, for some continuing students, posttest scores on the *Read With Understanding* accountability assessments may be used as pretest results for the next cycle of instruction.

A Note about Pretesting for the National Reporting System

The National Reporting System requires reporting of educational gains, defined as movement from one Educational Functioning Level to a higher level. This “movement” is determined by comparing pre and posttest scores on state-approved tests or benchmarks of improvement that are aligned with the qualitative descriptions of skills in the Educational Functioning Levels.

For this reason, we suggest that states and programs using our *Read With Understanding* Assessment Prototype adopt an initial implementation strategy that includes either:

- A standardized reading test as a pre and posttest
- or
- State-approved, performance-level benchmarks and standardized assessments aligned with these benchmarks (where the benchmarks are aligned with the EFF *Read With Understanding* Continuum of Performance)

During this initial implementation phase, we recommend using the accountability assessments in the *Read With Understanding* Assessment Prototype only for posttesting — and not for pretesting. There are not yet enough *Read With Understanding* accountability assessments in the item pool to support using comparable sets of items for both pre and posttesting. Eventually, as we add more items to the pool of secure, online accountability assessments, both pre and posttest use will be feasible.

AT THE CLASSROOM LEVEL

Instructional Assessment To Guide Teaching and Monitor Progress

We designed the *Read With Understanding* accountability assessments to be used in programs that have aligned the content of curriculum and instruction with the EFF *Read With Understanding* Standard. With such alignment, teachers can use informal and formal assessments to monitor adults' progress and improve learning and instruction. Teachers can use EFF tools and resources, including components of the accountability assessment prototype, to plan instructional activities that match learners' particular goals and needs and to create assessments that are embedded in those learning activities. We will discuss guidelines and suggestions for developing some kinds of instructional assessments in Section 5.

Instructional assessments provide opportunities for teachers to document and collect evidence of an adult's reading proficiency.

If programs initially place the adult learners in *Read With Understanding* Performance Level 2, for example, teachers can use instructional assessments designed to elicit evidence of performance at that level to guide the early stages of instruction. Instructional assessments provide opportunities for teachers to document and collect

evidence of an adult's reading proficiency and, at the same time, provide opportunities for adults to get used to their teacher assessing their reading skills and documenting evidence of their reading performance.

Portfolio assessment is one way to collect and evaluate evidence of adults' increasing proficiency. By developing guidelines for selecting materials to include in the portfolio, as well as the rubrics to evaluate these materials, teachers and adult learners can review learning progress together. These selection criteria and rubrics may be developed locally — but they should be closely aligned with the *EFF Read With Understanding* Standard and performance levels.

Portfolios can serve multiple purposes, depending upon the guidance teachers have provided up front on what kind of evidence they should include. For example, adults might have their own portfolios in which they keep notes on reading activities and assessments. Teachers then can use the rubrics to evaluate materials in the portfolios to show adult learners — and to allow adults themselves to discover — the progress they are making. Together, they can discuss the reading skills and abilities they need to practice and improve upon. Evidence of reading progress in the portfolio may include:

- Tape recordings of oral reading
- Lists of materials read
- Self-assessments of reading ability
- Notes from teacher observations on the use of reading strategies

Portfolio assessment is one way to collect and evaluate evidence of adult's increasing proficiency.

Rubrics to help adults understand how the teacher will rate their performance and how they can rate their own reading performance may also be included in the portfolio.

As evidence accumulates in the portfolio, teachers may evaluate it to determine when adult learners have mastered reading proficiency at a particular performance level and are ready to take the *Read With Understanding* accountability assessments for that level.

Guidelines for Selecting, Administering, Scoring and Reporting

Using EFF Assessments To Report Reading Achievement

EFF assessments provide a comprehensive measure of reading achievement to report as educational gains for the National Reporting System.

As we said in Section 2, the EFF Assessment Prototype is a standardized, alternative assessment system designed for use in adult education. The prototype includes a collection of tools and guidance to help adult education programs and states assess educational gains in reading to meet the requirements of the U.S. Department of Education's National Reporting System. These tools and guidelines also can be adapted and used to develop assessments on other EFF Standards.

The tools in the EFF Assessment Prototype include performance-level descriptions of key features of proficiency, assessment task specifications to guide the development of performance-based assessments for each performance level, a scoring rubric and model assessment task for each level, and an initial set of 30 performance-based assessments that are designed to meet National Reporting System requirements for standardized alternative assessment and reporting of educational gains in reading. The assessment prototype is a demonstration of the EFF approach to assessment for standards-based accountability and educational improvement. As such, the prototype can serve as a model that test developers can use to expand the range of assessment tools available for accountability and standards-based improvement.

In the meantime, we recommend that programs use our prototype standardized assessments alongside standardized tests, such as the tests included in the guidelines for the National Reporting System — the Test of Adult Basic Education (TABE), Comprehensive Adult Student Assessment System (CASAS), Basic English Skills Test (BEST), Adult Basic and Literacy Education (ABLE), and Adult Measure of Essential Skills (AMES) — or any other standardized test approved for use in your state.

Supplementing these standardized or state-approved tests with *Read With Understanding* assessments will produce information that can inform instructional improvement. While a reading score on a standardized test alone can provide a highly reliable measure of some aspects of reading progress, the implications of such a score for instructional change and improvement may be difficult to decipher. EFF assessments, on the other hand, are aligned with instructional goals and content. EFF assessments provide information on student learning that is directly related to standards-based instructional objectives — and is therefore more useful to teachers to guide instructional improvement. Together, the two types of assessment provide a more comprehensive measure of reading achievement to report as educational gains for the National Reporting System.

Using the EFF *Read With Understanding* assessments as part of a standards-based educational improvement strategy has significant benefits:

- Assessments are aligned with standards.
- Assessment results provide information about what adults know and can do that is useful to policymakers, program administrators and teachers.
- Teachers can see more clearly the connections between teaching and assessing — and they can focus more closely on how and what to teach to maximize measurable learning gains.

Selecting and Administering Accountability Assessments

Adult learners are ready to be assessed for accountability purposes when their teachers determine they have mastered the key knowledge, skills and strategies for a particular performance level on the *Read With Understanding* Standard. At that time, teachers — with assistance from a certified rater, if needed — will select three accountability assessments to administer.

Assessment task descriptions, which are highlighted in Section 2, are available on the EFF Web site (<http://eff.cls.utk.edu>). They summarize each task’s performance goal, key characteristics and evidence that students will produce, as well as whether the task is appropriate for group or individual administration.

The certified rater will have access to our password-protected online task collection. Teachers can request the full administration packets for their selected tasks from the certified rater — the only person in their program authorized to print and distribute these packets to teachers.

To make the best use of the assessment tasks, we recommend that teachers follow these guidelines:

- Select tasks that most closely reflect the content and real-life applications that are relevant to the expressed goals and needs of their adult learners.
- Make sure that adult learners are adequately prepared for the assessments by engaging in learning activities that build the knowledge, skills and strategies measured in the assessment tasks.
- Consider the instructional context to decide whether to select assessment tasks that can be administered to a small group or to individuals — or some combination of the two. Plan classroom activities to accommodate small group or individual administration of the selected tasks.
- Make sure that all the materials needed for assessment are available — the full administration packets, a working tape recorder and any materials listed in the materials section of the task description.
- Administer all three tasks within a short period of time (no longer than one to two weeks).
- Rigorously follow the step-by-step procedures included in the task administration packets.

Adult learners are ready to be assessed for accountability purposes when their teachers determine they have mastered the key knowledge, skills and strategies for a particular performance level on the Read With Understanding Standard.

Scoring Accountability Assessments

The teacher who administers the assessment tasks will score the evidence of performance using the task-specific scoring rubrics provided in the task materials. A certified rater, working independently, should score the tasks again. The certified rater does not need to be present for the actual administration of the assessment; however, all evidence used to determine the level of performance on a task — such as work products, teacher notes, and audiotape and/or videotape — must be recorded in a form that permits full, independent and adequate evaluation. Thus it is important that the teacher make no notations of any kind on the evidence of performance. The certified rater must have access to all evidence and must use a scoring rubric that does not include any notations by the teacher.

Note that the key goal of this scoring process is to determine whether the evidence justifies a rating at the “proficient” level.

Note that the key goal of this scoring process is to determine whether the evidence justifies a rating at the “proficient” level. This should be the focus of thinking about the

evidence and using the rubric to evaluate the evidence. We suggest using this process for scoring:

- Consider the evidence of performance on the assessment task as a whole and decide which level on the rubric (beginning, proficient or advanced) seems to be the best match.
- Look at each of the performance descriptions (scoring criteria) on the rubric and select and mark the descriptions (at any level) that seem to best reflect the evidence.
- Check whether these selected descriptions coincide, for the most part, with the initial overall performance rating (beginning, proficient or advanced).
- Reconsider the initial overall rating in light of the marked descriptions. Change the rating, if necessary.
- Indicate a final score and write a short explanation of how the decision was made and how the evidence was used to justify the decision. Focus on selected descriptions from the scoring rubric and their connection to the evidence.

When adult learners score proficient or higher on three accountability assessments, teachers and programs can report that they have moved to the next performance level.

If the learners do not score proficient or higher on all three assessments, teachers and programs will need to report that they have not moved into the next performance level. In this case, the report will include case notes about the kinds of additional instruction and support that these learners will receive to prepare for retesting to demonstrate their mastery of their current performance level. After this short course of additional instruction and support, teachers will administer two new assessments to these learners at the same performance level at which they were assessed previously. If learners successfully complete these two new tasks with scores of proficient or higher, teachers and programs can then amend their reports to indicate that the learners have moved to the next performance level.

Reporting Results of Accountability Assessments

After the scoring process is complete, the teacher will report the results of their scoring to the certified rater, who will record both performance ratings (beginning, proficient or advanced) on an assessment reporting form and give the form to the program data entry clerk.

Teachers and program administrators have direct and immediate access to results, which they can use to improve their programs.

The data entry clerk will enter the scores into a database, such as an online data collection and reporting system. A score is the performance level into which the student has advanced, such as “3” for *Read With Understanding* Performance Level 3, based on EFF assessments and state-approved standardized tests. To report results, the data entry clerk enters the National Reporting System Educational Functioning Level that corresponds to the EFF performance level. Here are two examples of how this works:

Miranda

Miranda takes three EFF assessments to attempt to demonstrate her achievement of *Read With Understanding* Performance Level 2. Her teacher and certified rater agreed completely on the ratings for her three performances: proficient, proficient and advanced. Her overall score is entered as a 3, indicating that she has exited Performance Level 2 and has moved to Performance Level 3, which corresponds to the Low Intermediate Basic Education Educational Functioning Level of the National Reporting System.

Joe

Joe takes the same three assessments. Joe's teacher initially rated his performance on all three tasks as proficient. The certified rater, however, independently evaluated Joe's performance and rated one performance at the beginning level. After the certified rater and Joe's teacher discussed the performances together and took a second look at the performance evidence, both agreed that one of Joe's performances clearly merited a beginning rather than a proficient rating. Thus, in the end, Joe's three performances are rated proficient, beginning and proficient. Because he must score proficient or higher on all three assessments to exit Performance Level 2, his score is entered as a 2. Case notes document that Joe will receive a brief period of additional instruction to build necessary skills to master Performance Level 2. After this additional instruction (which should take no longer than one month) Joe will take two new Performance Level 2 assessments. With proficient ratings on both of these new assessments, Joe can be considered to have achieved Performance Level 2 and moved to Performance Level 3.

Teachers or other program staff members will need to place the scoring rubrics and both ratings, along with all documentation and evidence of performance, in the adult learners' files. Program administrators will need to make sure these files are secure and used appropriately. In addition, they will need to make sure the files are maintained in a form that permits state agencies to review them periodically — either in person or via samples sent through the mail.

Adult education programs will report performance data and educational gains for all adult learners to the state in their year-end reports. However, teachers and program administrators have direct and immediate access to results, which they can use to improve their programs. They can identify effective (and ineffective) instructors and instructional practices, including teaching and learning of specific reading knowledge, skills and strategies.

States will report the results from adult education programs annually to the U.S. Department of Education. Specifically, the National Reporting System requires states to report the number of adults who have demonstrated mastery of an EFF performance level by earning ratings of proficient or above on at least three accountability assessment tasks.

Putting It All Together: How States, Programs and Classrooms Can Use EFF Standards and Assessments

So far in this guide, we've given you a lot of information about the EFF Standard *Read With Understanding*. We've explained the EFF Continuum of Performance — featuring the six levels of performance — and showed you how it corresponds to the National Reporting System. We've presented our Assessment Prototype and given you examples of the assessments we've developed to measure adults' performance. We've taken you through selecting, administering, scoring and reporting results of these assessments. In Section 5, we'll provide guidelines for you to develop assessments on your own.

Now what? How can you put all of these pieces together into a coherent plan to use EFF standards and assessments to report and improve literacy results for adults in basic education programs?

One State's Story

To help you envision how you can move forward, we've created three scenarios that show you the roles and responsibilities of practitioners at the state, program and classroom levels in a typical state that is using the EFF Standards now and is planning to use the *Read With Understanding* assessments.

In the scenarios that follow, assume that State X has adopted the Equipped for the Future Content Standards. Key practitioners have made plans and decisions, established the necessary conditions, participated in EFF training opportunities, and taken advantage of EFF technical assistance to support programs and teachers effectively. Every state is different, of course, but the practices described for State X should be broadly applicable.

About State X

In 2002, State X's adult education agency adopted the EFF Standards as the instructional framework for its 100 state and federally funded programs in adult education and English language learning. For the 2004–05 fiscal years, State X has decided to use the *Read With Understanding* assessments as a supplement to the TABE. State X's long-range plan calls for using other EFF accountability tools — for Math, Speaking, Listening and Writing — as they become available. Eventually, State X plans to use the EFF Work Readiness Credential, currently in development and slated for completion in 2005.

While State X could continue to meet National Reporting Systems requirements using only TABE, the adult education agency — backed by its local program advisory committee — decided to add the EFF *Read With Understanding* assessments as part of a statewide implementation of standards-based instruction and assessment. State X believes that using the EFF assessments will produce these benefits:

- Enabling program administrators and teachers to align standards, curriculum, instruction, assessment and reporting of performance results.
- Providing useful information to the governor, state legislators, and business and industry leaders about what adults know and can do.

- Determining if adult learners are indeed making progress in all aspects of the *Read With Understanding* Standard. The EFF Continuum of Performance and performance-level descriptions make clear the knowledge and skills teachers should focus on for standards-based instruction and assessments.
- Improving teaching and learning. State X knows that research shows that teachers who have access to good assessments and can use them well to monitor learning progress can be more effective in helping adult learners achieve at higher levels than teachers who do not make good use of assessment to guide instruction.

Thus, State X feels confident that its investment in training teachers in standards-based instruction and assessment and in providing paid time for program staff to administer and score assessments will pay off in terms of improved teaching and learning.

Further, teachers can select or develop their own assessments, aligned to the *Read With Understanding* Standard, to use in instructional situations to monitor progress in learning. With frequent assessments to diagnose strengths and weaknesses, teachers can keep track of and report incremental progress even when adults don't stay in classes long enough to take accountability assessments.

AT THE STATE LEVEL

State X's Adult Education Agency Prepares To Use EFF Assessments

In Fiscal Year 2004, State X's adult education agency puts into action a plan that will allow it to report educational gains to the National Reporting System using the *Read With Understanding* assessments in Fiscal Year 2005. The state adult education staff takes these steps:

- **Trains all program administrators and key reading teachers in adult basic education and ESL to teach and assess reading using the *Read With Understanding* Standard.**

Through a contract with the EFF Center for Training and Technical Assistance — the EFF national headquarters for professional development, materials and resources at the Center for Literacy Studies, University of Tennessee, Knoxville — and the state's professional development provider (the state Literacy Resource Center), the state agency arranges a training schedule for each of the four regions of the state. The schedule calls for program administrators and key teaching staff to participate in three three-day workshops in their regions, starting in fall 2003 and conducted over an eight-month period. The team of training facilitators includes nationally certified EFF trainers and State X's two state-certified EFF trainers.

The trainers adapt a curriculum from the EFF/National Center for Family Literacy Reading Project, a training module that prepares teachers to integrate elements of evidence-based reading instruction into teaching with the *Read With Understanding* Standard. The curriculum includes practice in developing and using assessment tasks during instruction. In between each three-day training session, teachers try out and document their use of instructional and assessment tools and strategies. Program

administrators also gain hands-on experience in administering, scoring and interpreting results from assessments aligned with the *Read With Understanding* Standard so that they can provide local training and technical assistance to teachers.

By June 2004, the program administrator and one or more teachers from every adult education and ESL program in the state have participated in three workshops.

- **Trains all program administrators and one teacher from every program to administer and score *Read With Understanding* assessment tasks**

The program administrator and one teacher from each program participate in the first two training sessions described above. For these selected participants, the third session focuses on scoring performance tasks, developing reliability between raters and training other teachers to score.

- **Updates the state’s online data collection and reporting system, develops guidelines for entering achievement data, and provides reporting forms for teachers who do not have access to the online reporting system**

State X’s online reporting system currently accepts numerical scores for selected assessments. To prepare the system for EFF assessments, the database programmer adds a field for the EFF *Read With Understanding* score, where the performance level into which the student has advanced will be recorded. The system also has a field for case notes, where narrative information about performance may be recorded.

- **Requires programs to report learning gains on the *Read With Understanding* Standard as part of the funding approval process**

State X’s Request for Proposals for Fiscal Year 2005 contains this language:

“At least two staff (program administrator and one teacher, or two teachers) must participate in a regional training workshop on standards-based instruction and use of *Read With Understanding* assessments.

“The program must submit a plan for training teachers in standards-based instruction. The plan must include training in instructional strategies for teaching to the *Read With Understanding* Standard and training in the use and interpretation of assessments aligned with the standard. The plan must include provisions for teachers to learn to administer, score and interpret the results of *Read With Understanding* instructional assessments (low-stakes assessments used during instruction to monitor learning progress and identify instructional needs). The plan also must include provisions for teachers to learn to administer and interpret the results of *Read With Understanding* accountability assessments.

“Each program shall designate one person (preferably the program administrator) to be certified as a rater of *Read With Understanding* accountability assessments. This person will provide independent scoring (in addition to the scoring done by the instructor) on all *Read With Understanding* accountability assessments. The certified rater also will assist instructors in interpreting the results of accountability assessments to ensure that these results are used to inform instructional improvement.

“When an instructor determines that an adult learner is ready to be assessed at an EFF level, the instructor (with assistance from the certified rater, if needed) will select three *Read With Understanding* assessments to administer. The instructor will administer all assessments within a short period of time (no longer than one to two weeks). The instructor and the certified rater will score the evidence of performance on the assessments independently.

“Both ratings, plus all documentation and evidence of performance on the assessments, will be preserved in a file for each adult learner in the program. These files will be maintained in a form that will permit periodic review by the state’s Adult Education Agency. The files will contain evidence of performance suitable for mailing to the state office of adult education; the Adult Education Agency occasionally may request that a sample of files be sent to the state office.”

During Fiscal Year 2005, the State X Adult Education Agency plans to:

- **Provide technical assistance and support to programs and teachers.**

In State X, ongoing professional development and technical assistance activities are carried out through a contract with the state’s Literacy Resource Center. As part of this contract, State X supports two state-certified EFF facilitators — practitioners who have participated successfully in the EFF facilitator certification process and thus can conduct EFF training at the state level.

The center’s scope of work for the year includes a schedule of technical assistance visits to programs, an online course for new teachers in teaching and learning with the *Read With Understanding* Standard, and two meetings or institutes that focus on developing and maintaining reliability and validity in administering and scoring assessment tasks.

- **Use the EFF assessments for *Read With Understanding* to report to the National Reporting System.**

The state Adult Education Agency will compile results of educational gain reports from adult education programs to prepare the annual report for the National Reporting System. The state will report the number of adult learners who have demonstrated mastery of an EFF performance level by earning ratings of proficient or above on at least three EFF *Read With Understanding* accountability assessment tasks.

- **Encourage programs to use data to guide program improvement.**

Adult education programs will have direct and immediate access to adult learner results on *Read With Understanding* accountability assessments. Program administrators and teachers can use these results to identify effective (and ineffective) instructors and instructional practices. This information can be used to guide improvements in instructional practices.

AT THE PROGRAM LEVEL

Literacy Center in State X Incorporates *Read With Understanding*

The Green River Adult Basic Education and Literacy Center, located in a midsize city that has a growing immigrant population and serves about 3,000 adults a year, receives funding from State X for its four key programs:

- English as a Second Language
- Adult Basic Education, including GED preparation and classes at the county jail
- Even Start Family Literacy Partnerships, which help parents and children acquire literacy skills
- Welfare-to-Work, which prepares welfare recipients for employment

The Green River staff includes a director, administrative assistant, data entry clerk, intake and assessment counselor, three full-time teachers for the center's four-week orientation class for all new adult learners, 35 part-time teachers, and 15 volunteer tutors in beginning literacy. Green River has a managed-enrollment policy, admitting new students to classes once a month in the central, primary instructional facility and twice a month in the satellite centers that primarily serve English language learners.

Several years ago, Green River teachers participated in a year-long, state-sponsored EFF pilot, one of 25 programs in the state that explored how to use the EFF framework and Teaching/Learning cycle to enhance instruction. Since then, Green River has provided new teachers with EFF training and revised the tutor training manual to reflect EFF. One teacher is part of State X's EFF professional development team. So in the Green River programs, adult learner placement, goal setting and instructional planning all are informed by the EFF Content Framework — the four purposes, one or more of the three role maps, the common activities, and the Standards. Teachers plan instruction using the EFF Teaching/Learning Cycle. (More information about all 16 EFF Standards, other components of the EFF Content Framework and the EFF Teaching/Learning Cycle can be found on the EFF Web site at <http://eff.cls.utk.edu> and in many publications listed on 162.)

The Green River Adult Basic Education and Literacy Center also uses the EFF framework for:

- **Placing adults in appropriate programs**

When an adult learner first contacts the Green River center, the intake and assessment counselor schedules an intake interview. This interview follows a protocol that includes questions about learning goals and an informal assessment of reading, writing, speaking, listening and numeracy skills.

Next, the information and observations gathered in the interview are verified using a relatively simple, formal test (for example, the TABE locator). Then, the Green River staff compares the interview and test results in reading to the EFF performance-level descriptions to make an initial placement decision, which establishes a baseline EFF Performance Level and National Reporting System Educational Functioning Level. The placement reflects the level and form of instruction best suited to the adult's goals and skills.

- **Guiding instruction**

Because the Green River center has aligned its curriculum and instruction with the EFF framework, informal and formal assessments that measure performance on the *Read With Understanding* Standard are appropriate for monitoring progress and informing learning and instruction.

Green River staff use the *Read With Understanding* Continuum of Performance along with the EFF Teaching/Learning Cycle to create in-class learning activities. Teachers also use EFF guidelines for developing instructional assessments, which are discussed in Section 5.

- **Scoring and reporting**

At the Green River center, as in all programs in State X, teachers administer and score the *Read With Understanding* accountability assessments. A certified rater (in this case, the intake and assessment counselor) scores the assessments independently. Teachers are trained in the procedures for administering and scoring the assessments. They are required periodically to check their scoring against other teachers' scores, using the EFF online scoring tutorial and reliability check. Additionally, the Green River intake and assessment counselor helps teachers administer and score the assessments.

Teachers report results to the counselor, who records both ratings (beginning, proficient or advanced) on a *Read With Understanding* Assessment Reporting Form and turns the form in to the data entry clerk. Teachers then file the scoring rubric and evidence of performance in the individual files of adult learners.

AT THE CLASSROOM LEVEL

A Teacher Uses EFF Tools To Improve Results

Mary Ramirez is one of Green River's part-time ESL teachers. She teaches two classes; each meets for 12 hours a week. In Mary's evening class of mixed-level learners, several adults who are ranked at the Low Intermediate ESL Educational Functioning Level on the National Reporting System are preparing for accountability assessments that will let them know if they are ready to move to a more advanced reading level.

For the past four weeks, they have focused on reading about various issues and challenges that affect families in their community, using material drawn from the newspaper and from personal family stories. Mary used Level 2 on the EFF *Read With Understanding* Continuum of Performance, the EFF Teaching/Learning Cycle and Guidelines for Developing Instructional Assessments at Level 2, along with accompanying examples, as guides in developing her teaching plans. She developed learning activities and provided instruction in a way that gave her adult learners many opportunities to get used to Mary assessing their reading skills and documenting evidence of their reading performance.

Students have their own portfolios in which they collect notes on their reading activities and assessments of their reading skills. Mary uses the contents of the

portfolios along with the descriptions at Level 2 of the EFF Continuum of Performance to show individual learners the progress they are making and to discuss with them the reading skills and abilities they need to practice and improve upon. The kinds of evidence of reading progress in the portfolios include:

- Tape recordings of oral reading
- Lists of materials read
- Self-assessments of reading ability
- Notes from teacher observations on the use of reading strategies

Each portfolio also contains a scoring rubric that Mary used to rate a *Read With Understanding* instructional assessment that she conducted recently. The learners can use this rubric to help them understand how Mary rates their performance on the standard and how they can rate their own reading performance. As evidence of improving reading performance accumulates in the portfolios, Mary and her adult learners use it along with the description of Level 2 on the Continuum of Performance to determine that the students may be ready to take the *Read With Understanding* accountability assessments that will show achievement of Level 2.

Several weeks before administering the accountability assessments, Mary reviews the summary descriptions of the EFF Level 2 assessment tasks (available to teachers on the online EFF assessment resources). The assessment task summaries describe the performance goal/purpose, key characteristics of each task and the types of evidence that adults will produce during the task, as well as whether the task is appropriate for group or individual administration. Since scoring proficient or higher on three tasks is required to demonstrate achievement of a level, Mary selects at least three appropriate Level 2 assessments — that is, tasks that most closely reflect the content and real-life applications that are relevant to the expressed goals and needs of her learners. She submits her request for the full task administration packets to the Green River intake and assessment counselor in the central office. The counselor has a different level of access to the online task collection and is the only person in the program authorized to print the full assessment tasks.

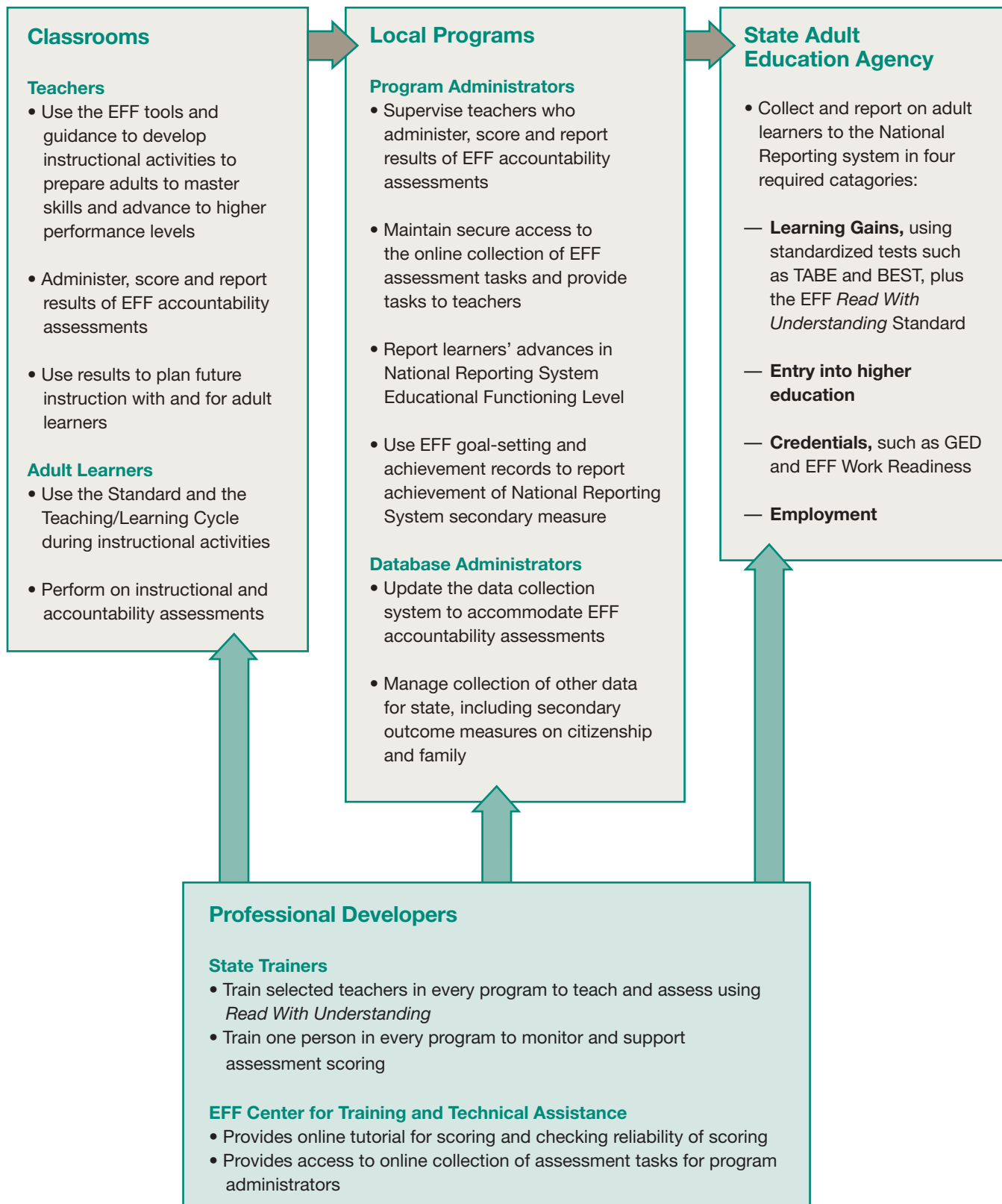
Mary chooses two assessment tasks that can be administered to a small group of students and one that must be administered individually. She plans her classroom activities for a two-week period to accommodate both the group and individual task administration and is careful to follow rigorously the task administration guidelines.

Since one of the challenges of family life discussed by her learners was budgeting and meeting expenses on a limited income, Mary chooses one task that calls for learners to read two simplified utility bills (one for telephone services and one for electricity) to understand how much is owed, when payment is due and how to make the payment. After reading, students must write simple one- or two-word responses to short questions and respond orally to questions about the utility bills. Mary administers the written part of the task to her five learners as a group and then schedules 10-minute periods with each learner to administer the oral section of the assessment. She scores their individual performances using the task-specific scoring rubric that accompanies

the assessment. Because she periodically checks her scoring with another trained scorer and because she has kept up to date with training in scoring assessments, Mary is confident that her scores of beginning for two students and proficient for the third are valid and reliable.

Mary goes on to administer all three accountability assessment tasks to her learners, and scores the performances within the two-week period. She submits all task materials, performance evidence and “clean” scoring rubrics to her intake and assessment counselor, who independently rates all the performances. Once all scoring is completed, Mary arranges a time to discuss the assessment results with each learner. She uses the rubrics for rating performance on the EFF Level 2 assessment tasks as guides for discussing with each learner what they did well and what they need to work on to improve. For those learners who did not score proficient or above on all three tasks, Mary plans additional instruction to build necessary knowledge and skills so that the learners will be prepared to do well on additional accountability assessments.

How the System Works at the Classroom, Program and State Levels



SECTION 4

Guidelines and Materials for Training

Training People to Select, Administer, Score and Report Results

To guarantee reliable and valid results of EFF *Read With Understanding* accountability assessments, training and monitoring need to be rigorous and effective. Here, we suggest key topics and practices to include in such training and monitoring, along with some useful training materials. This information should be valuable to people who develop and implement professional development activities in a program or state agency to support effective use of the full EFF *Read With Understanding* assessment system.

We expect that the training and support offered by professional development providers will be targeted at teachers, other certified scorers, program administrators and support staff, and state agency staff, all of whom will play key roles in successfully implementing a statewide assessment system. Our training suggestions are relevant to all of these professionals. However, the primary focus of the information here is training for valid and reliable scoring of performance.

Training Topics for Selecting and Administering Assessments

Teachers need training in these topics to effectively select and administer *Read With Understanding* assessment tasks:

1. Selecting and obtaining assessment tasks

Facilitators will need to train teachers in several procedures for selecting and obtaining appropriate EFF *Read With Understanding* assessment tasks. Teachers will become familiar with summary descriptions of the tasks on the EFF Web site (the tasks themselves will be available on a password-protected Web page). Teachers will practice choosing tasks appropriate to a particular *Read With Understanding* performance level — as well as to the interests and instructional preparation of learners. Teachers should receive instructions for requesting full task administration packets from their program’s certified raters, who are the only people authorized to access and print out those materials.

Facilitators also will need to train teachers to select appropriate accountability assessments by relying on their informed judgments about how well their learners are prepared. Beyond selecting assessments for the appropriate *Read With Understanding* performance level, teachers will need to practice choosing assessments based on such factors as:

- Expressed goals and needs of their learners
- Content they have covered during instruction

In this section you will find out:

- How to incorporate standardized procedures and staff training to ensure the validity and reliability of your EFF accountability assessments
- What activities, procedures and materials are appropriate in training program administrators and teachers to select, administer, score and report results of EFF accountability assessments

- Other kinds of prior knowledge or experience that their learners might draw on in performance of assessment tasks

Teachers also will need training to plan instructional activities so that they can administer three accountability assessment tasks over a relatively brief span of instructional time. Teachers will need support in thinking through how to provide adequate time, the appropriate environment and all necessary materials for the assessments — and to fit all this into regular class time.

Finally, facilitators will need to provide teachers with:

- Guidance in administering standardized pre and posttests approved by the state and in using the test scores to improve instruction
- Information about any onsite technical assistance, online resources, and institutes or meetings that the state professional development provider plans to offer as further support for implementation beyond the initial training

2. Getting to know the available tasks and practicing to administer them

Facilitators will need to devote a significant amount of time to training activities that allow teachers to familiarize themselves with the descriptions of *Read With Understanding* assessment tasks — and to practice administering tasks by carefully following the procedures provided with each description.

Training Teachers and Certified Raters To Score

Teachers and certified raters (at least two people from each program) will need to participate in ongoing professional development to learn to score the *Read With Understanding* assessments. This may include:

- Initial intensive training
- Periodic checks on reliability of scoring and retraining on scoring, as needed
- Regular activities that develop and maintain reliability and validity in scoring EFF assessment tasks

The table beginning on the next page is an annotated outline of key activities for training designed to prepare teachers and certified raters to score performance on EFF *Read With Understanding* assessment tasks. This section also provides, or refers to, other sources for key materials needed for this training. Most importantly, it includes examples of anchor evidence of beginning, proficient and advanced performances on a model *Read With Understanding* assessment task for each of the six performance levels. Facilitators will use these “student papers,” along with task-specific scoring rubrics, primarily to help participants to differentiate levels of performance on a task and to develop reliability in scoring between raters.

Table 1. Training Activities and Materials for Scoring Assessment Tasks

Step-by-Step Training Activities and Procedures	Materials
<p>1. Review the relationship of the six <i>Read With Understanding</i> performance levels to task design specifications and scoring rubrics at each level.</p> <p>Divide participants into six small groups, one of each performance level. Each group studies and discusses one performance level and its task design specifications and scoring rubric. Consider: How is the performance level reflected in the specifications and rubric? What are the key kinds of information that appear in both?</p> <p>Each small group reports its findings to the full group.</p>	<p>The Assessment Prototype for <i>Read With Understanding</i> (Section 2, beginning on page 23)</p>
<p>2. Introduce the <i>Read With Understanding</i> scoring procedures and guidelines.</p> <p>Outline general assessment guidelines to the full group. Talking points:</p> <ul style="list-style-type: none"> • Every performance will be scored twice — once by the teacher administering the assessment and a second time by a certified rater. If two raters produce different final scores, these raters will need to work together to understand each other’s reasoning and negotiate an agreement on the final score. • Teachers will score individual performances using a task-specific scoring rubric, which describes the evaluation criteria for the assessment. • A second certified rater will score individual performance independently, using the same scoring rubric. To make this possible, teachers must record all performance evidence in a form that permits full, independent and adequate evaluation by a reviewer who is not present at the time that the task is administered. Assessment administration and scoring procedures outlined in each assessment task description should be followed carefully so that the second rating of the task is in fact independent. • The two scores for each performance are compared and negotiated if necessary. <p>Divide participants into small groups to review the scoring procedures. Ask participants to read scoring procedures individually and then discuss in small groups, noting any comments or questions and reporting to full group. Organize and address key questions.</p>	<p>Scoring procedures (Page 113)</p>

Table 1. Training Activities and Materials for Scoring Assessment Tasks, continued

Step-by-Step Training Activities and Procedures	Materials
<p>3. Get familiar with the <i>Read With Understanding</i> scoring rubric.</p> <p>Walk through a sample scoring rubric with the full group. Talking points:</p> <ul style="list-style-type: none"> • The scoring rubric states the criteria used to evaluate performance as beginning (just below what is required for level achievement), proficient (required for level achievement) and advanced (clearly superior to what is required for level achievement) • The most critical scoring imperative is for the teacher or certified rater to link, as directly as possible, each performance criterion to some piece of performance evidence 	<p>One scoring rubric (from Section 2, beginning on page 35)</p>
<p>4. Make an initial scoring decision.</p> <p>Give each participant one copy of a <i>Read With Understanding</i> Performance Level 3 task description; a clean scoring rubric; and one example each of beginning, proficient and advanced performance evidence (randomly labeled A, B and C, not labeled as beginning, proficient or advanced).</p> <p>Ask participants to take a few minutes to read the task description and scoring rubric on their own, then briefly look over the three sets of performance evidence. Ask them to decide which performance is weakest and mark that with a 1, which performance is strongest and mark that with a 3, and which falls in the middle and mark that with a 2. Tell participants they don't need to make any explicit connections to the scoring rubric yet.</p> <p>Then, in the full group, lead a discussion of this activity. Taking one set of performance evidence at a time, ask "How many scored this as weakest? stronger? strongest?" Mark the number of responses on a simple scoring matrix drawn on chart paper. Then ask a few participants to explain why they chose the scores they did (in each category if there is disagreement). Ask, "Given these explanations, would anyone want to change their scores?" Revise the matrix as necessary. Repeat with the other two sets of performance evidence.</p>	<p>Model task and scoring rubric for <i>Read With Understanding</i> Performance Level 3 (From Section 2, beginning on page 57)</p> <p>Performance evidence randomly labeled A, B and C representing Beginning, Proficient and Advanced scores on Performance Level 3 (on EFF assessment Web site)</p> <p>Scoring matrix (Figure 3, page 131)</p>

Table 1. Training Activities and Materials for Scoring Assessment Tasks, continued

Step-by-Step Training Activities and Procedures	Materials
<p>5. Connect scoring criteria to performance evidence.</p> <p>Hand out to the full group the model task; three sets of performance evidence scored as beginning, proficient and advanced; scored rubrics; and any other relevant scoring artifacts for <i>Read With Understanding</i> Performance Level 4.</p> <p>Ask participants to take a few minutes on their own to read the task description. Then lead a full-group discussion about the performance evidence and scoring artifacts for proficient. Paying close attention to the rubric and the evidence, talk about why this is performance is scored proficient. Point to specific language in the scoring rubric that connects to specific evidence in the performance. Then ask, “Do you agree that this is a proficient performance? Why or why not? Does the scoring raise any questions that we need to pay attention to?”</p> <p>Divide participants into small groups. Ask each group to use the same process to look at the beginning and advanced performances. Ask them again to pay close attention to the language of the scoring rubric and how it connects to the performance evidence. Ask them to decide if they agree with the score. Address any questions or concerns that the scoring raises.</p> <p>With the full group, lead a debriefing of this activity, asking: “How did it go? Did you agree with the scores? Why or why not? What questions or concerns do we need to pay attention to?”</p> <p>Issues that ought to be addressed in this activity, whether or not participants raised them:</p> <ul style="list-style-type: none"> • The potential for inflating scores when teachers administer assessments and really want their student to do well, which points to the critical role of solidly connecting scoring criteria to performance evidence to make sure scoring is fair and reliable • Using a holistic approach to scoring to make tough decisions when the performance evidence does not all neatly fall into one level and where a decision needs to be made based on the overall weight of the evidence 	<p>Model task and rubric for <i>Read With Understanding</i> Performance Level 4 (from Section 2, beginning on page 66)</p> <p>Performance evidence randomly labeled A, B and C representing beginning, proficient and advanced scores on Performance Level 4 (on EFF assessment Web site)</p> <p>Scoring matrix (Figure 3, page 131)</p> <p>Materials</p>

Table 1. Training Activities and Materials for Scoring Assessment Tasks, continued

Step-by-Step Training Activities and Procedures	Materials
<p>6. Practice scoring — Phase 1.</p> <p>Ask participants to work in pairs to repeat the previous exercise with a model task and three levels of performance evidence, plus scoring artifacts, for <i>Read With Understanding</i> Performance Level 5. Then have each pair join with another pair to discuss their findings and identify questions.</p> <p>Lead a debriefing discussion with the full group and field questions.</p>	<p>Model task and rubric for <i>Read With Understanding</i> Performance Level 5 (from Section 2, beginning on page 80)</p> <p>Performance evidence randomly labeled A, B and C representing beginning, proficient and advanced scores on Performance Level 5 (on EFF assessment Web site)</p> <p>Scoring matrix (Figure 3, page 131)</p>
<p>7. Practice scoring — Phase 2.</p> <p>Ask both participants from each program to work together. Have each pair choose one of the three remaining model assessment tasks. Direct everyone to work independently, following the scoring procedures, to rate three performances on that task. When everyone is finished, ask participant to team up with their program partners to compare scores and justifications for their scores. Talking points:</p> <ul style="list-style-type: none"> • If partners disagree on any of the scores, they negotiate with each other to come to an agreement on a final score, always focusing on the connection between the rubric criteria and the evidence. • It would be great — but is not mandatory — for partners to agree at this point. They do, however, need to be able to explain their process for trying to come to consensus. <p>Next, ask each pair to join with other pairs who are working on the same task. (There should be three groups, one for each task.) Ask them to discuss their process to try to agree on scores (whether agreement was achieved or not), and identify questions and concerns.</p> <p>Then, lead the full group in a debriefing of this activity and field questions. If there is time, let participants work through another task in this way.</p>	<p>Model tasks and rubric for <i>Read With Understanding</i> Performance Levels 1, 2 and 6 (from Section 2, beginning on page 34)</p> <p>Performance evidence randomly labeled A, B and C representing beginning, proficient and advanced scores on Performance Levels 1, 2 and 6 (on EFF assessment Web site)</p> <p>Scoring matrix (Figure 3, page 131)</p>

Scoring Procedures for Assessment Tasks

- Consider the evidence of performance as a whole and make an initial decision about which score on the scoring rubric (beginning, proficient or advanced) best describes the evidence. In other words, decide which score is the best “match.”
- Look closely at the language on the entire scoring rubric — the scoring criteria — and highlight the words or phrases for any criteria that seem to best reflect the performance evidence.
- Check to see whether your highlighted language appears primarily in the score you initially selected as the best match for the evidence of overall performance.
- Reconsider your initial decision; decide whether to keep that score or change the score.
- Write a short explanation on the scoring rubric justifying your decision. Describe how you decided on the score, how the evidence was used to support it, and how the scoring criteria on the rubric is related to features of the performance evidence.
- Make sure that the scoring rubric and all performance evidence is collected, labeled with the adult learner’s name or initials, filed appropriately in the individual’s file, and stored in a secure site.

Figure 3. Scoring Matrix

	Weakest	Stronger	Strongest
Performance A			
Performance B			
Performance C			

Training on Reporting and Interpreting Results of Assessments

To allow for reporting of results of *EFF Read With Understanding* assessments, the state agency responsible for adult basic education will need to adapt its online reporting system, publish guidelines for entering data and develop paper reporting forms for people who cannot report online.

At this point, providers of professional development will need to train people in programs to make sure reporting is accurate and complete for state and federal accountability purposes. Specifically:

- Each program’s certified rater will require training and practice in completing the *EFF Read With Understanding* Assessment Reporting Form that includes information submitted by program teachers.
- Each program’s data entry staff will need training to learn about changes to the state’s online reporting system, along with practice using the *EFF Read With Understanding* Assessment Reporting Form to complete the program’s report about educational gains for the state agency, following the state-published guidelines for entering data.

SECTION 5

Guide To Using EFF Assessments To Improve Teaching and Learning

The need for aligning instructional and assessment content applies not only to assessments used at the end of a course of instruction for accountability reporting, but also to instructional assessments.

In this section you will find out:

■ **How teachers can use EFF tools and resources to design and administer their own assessments — aligned with EFF Standards and accountability assessments — to improve teaching and learning**

Designing and Using Instructional Assessments

In Section 1, we sketched out the theoretical foundation of the EFF Assessment Prototype: Aligning accountability assessments with curriculum and instruction is a basic requirement for the theory of action of standards-based educational improvement to work in practice. In other words, accountability assessments can provide valid, fair and useful information on instructional program results only when such assessments are a good fit with what learners have been taught and what they have had an opportunity to learn.

This need for aligning instructional and assessment content applies not only to assessments used at the end of a course of instruction for accountability reporting, but also to instructional assessments (sometimes called instructionally embedded assessments or classroom-based assessments) that are used during instruction to monitor progress and guide teaching and learning.

All of the 16 EFF Content Standards focus on performance — that is, on applying knowledge and using strategies in real-life situations. When the EFF team was still field-testing and refining these standards, we recognized that comprehensive assessment of performance on the real-world, applied skill processes embodied in the Standards would require teachers and students to become more familiar with performance-based assessments and to begin to integrate such assessment into instructional activities.

To that end, we published *EFF Assessment Report: How Instructors Can Support Adult Learners Through Performance-Based Assessment* (Ananda, 2000). This report introduces adult educators to the whys and hows of performance-based assessments in instructional settings. We wanted to help practitioners more effectively align the content of teaching and learning with the EFF Standards and with performance assessments on the Standards. The report guided

“Performance-based assessment is an approach to assessment that is congruent with EFF’s emphasis on real-world performance. ... Performance-based assessment includes cognitively demanding, hands-on activities. It aims to stimulate learners to think; react to new situations; review, revise and evaluate their work; and communicate in verbal and visual ways.” (Ananda, 2000, p. 3)

practitioners in developing instructional assessments that link to individual EFF Standards — as well as to the adult learners’ needs and goals. In these ways, the report promoted the practice of standards-based educational improvement.

The *EFF Assessment Report* was essentially an introduction. Now, with the *EFF Read With Understanding Assessment Prototype* — which, as we have shown, includes the Continuum of Performance, performance-level descriptions, assessment task design specifications and model assessments — we offer a working model for one standard of the full range of tools that practitioners will need to effectively align the content of their curriculum and instruction with assessment of performance on the EFF Standards for a variety of purposes.

Beyond accountability purposes, which we have discussed at length in this guide, another important way for teachers to use our tools for alignment — and so, for standards-based educational improvement — is to develop and use EFF instructional assessments. (See Table 2 below.)

“Performance-based assessment purposefully blurs the lines between teaching, learning and assessing. At times, an assessment can serve simply as a gauge of student progress. At other times, it can also serve as a powerful instructional tool, providing meaningful learning experiences in itself.”

(Ananda, 2000, p. 7)

Table 2. Comparing Instructional and Accountability Assessments

Instructional Assessments	Examples of Assessment Tools
<p>■ Incidental Assessment</p> <p>Incidental assessment captures unplanned evidence of learning and diagnosis of learning needs that teachers or learners notice during instruction. Effective teachers keep a record of this evidence to help them plan future activities.</p> <p>As learners progress, teachers collect this kind of evidence and review it in light of the Standard and performance-level descriptions. They think about how the evidence illustrates (or doesn’t) learners’ progress within or between performance levels.</p>	<p>EFF Standard and performance-level descriptions</p> <ul style="list-style-type: none"> • Teacher questioning, conversations with learners • Teacher observations, jotted notes • Teacher logs • Learner logs • Unplanned sample work kept in a learning portfolio
<p>■ Ongoing Assessment</p> <p>Ongoing assessment takes place during the teaching and learning process, as reflected in the EFF Teaching/Learning Cycle. It includes any kind of planned activity focused on an EFF Standard used to gather evidence of learner progress, to diagnose learning needs, or to reflect on learning. Teachers, learners themselves and sometimes peers collect the evidence. Teachers and learners review the evidence in light of the Standard and performance-level descriptions. This type of review helps learners take responsibility for their own learning.</p>	<p>EFF Standard and performance-level descriptions</p> <ul style="list-style-type: none"> • Brainstormed lists of learning needs • Learner self-evaluation worksheets • Oral interviews • Written essays or quizzes • Videos of student work • Portfolios of ongoing classroom work evaluated informally using assessment rubrics and checklists

Table 2. Comparing Instructional and Accountability Assessments, continued

Instructional Assessments	Examples of Assessment Tools
<p>■ Instructional Tasks</p> <p>More formal performance-based assessments are planned in advance and include more structured rubrics, checklists or other assessment tools to gather evidence of learner progress on performance of an EFF Standard. In designing the assessment activities and tools, teachers refer to the EFF Standard, performance-level descriptions and assessment task specifications. Often these instructional tasks are used at the end of a teaching and learning cycle to see if adult learners are ready for more formal assessment for accountability purposes and to allow them to gain experience with performance-based assessment tasks.</p>	<p>EFF Standard and performance-level descriptions</p> <ul style="list-style-type: none"> • Guidelines for instructional assessment • Planned description of the steps of the task • Observation guides, checklists, rubrics • Process for sharing results of the assessment with learners
<p>■ Accountability Assessment Tasks</p> <p>EFF accountability assessment tasks are similar to instructional tasks in that they both measure the same knowledge, skills and abilities defined by the EFF Standard and they both allow for the gathering of evidence of performance on the standard.</p> <p>However, there are some important differences as well. First, accountability assessment tasks are more highly standardized to ensure the reliability and validity of the results. The tasks themselves are “secure,” which means that adult learners may not see them in advance and only teachers who are trained to assess students for accountability may access them. The tasks have been field tested to ensure their reliability and validity. Tasks are administered and rated by teachers and a certified rater specifically trained to score tasks reliably. Results are used to measure learner progress from one level to another on the Standard and make decisions about moving students to another level or class. And because of the standardization in task design, administration and scoring, the results can be compared across students, programs and states.</p>	<p>EFF Standard and performance-level descriptions</p> <p>EFF assessment design specifications and model assessments (<i>Read With Understanding</i>)</p> <ul style="list-style-type: none"> • Guidelines for administering EFF assessment tasks • EFF task description based on specifications for the appropriate level • Formal observation guides, checklists, rubrics or other tools based on the Continuum of Performance for the Standard and task specifications • Guidelines for reporting scores for local, state and/or federal reporting

What Are EFF Instructional Assessments?

EFF instructional assessments, as described in Table 2, may vary in form, but their primary purpose is to provide feedback on learning progress that can be used to guide further learning and instruction.

EFF instructional assessments may be relatively formal assessments of performance that consist of activities that are mostly distinct from instructional activities (see example below). Or they may be informal assessments that are so closely interwoven with instructional activities that they are indistinguishable from instruction. These integrated (or embedded) instructional assessments may involve evaluation of performance on an EFF standard based on evidence that is observed or collected in the normal course of instructional activities. EFF instructional assessments can be used to:

- Gather evidence about learners' progress on an EFF Standard at a particular level
- Help learners to understand how progress on the Standard is evaluated
- Aid in planning further instruction

EFF instructional and accountability assessments are similar in that both are developed using specifications that are tied to the EFF performance-level descriptions and both are used to produce and evaluate evidence of proficient performance on a targeted EFF Standard. The main difference is that administering and scoring procedures for low-stakes instructional assessments — unlike accountability assessments — need not be standardized. Therefore, teachers can develop their own EFF instructional assessments and tailor their content, procedures and scoring to their learners' specific purposes and goals. Using instructional assessments as a regular component of the teaching/learning process not only builds learners' expertise in use of the Standard, but also prepares them to perform well on accountability assessments.

Using Instructional Assessments: The EFF Teaching/Learning Cycle

The EFF Teaching/Learning Cycle provides a framework to help instructors plan when and how to assess performance on the EFF Standards and how to use assessment information to guide teaching and learning.

EFF staff and field researchers developed the eight-step EFF Teaching/Learning Cycle in response to questions from teachers and others about what teaching, learning and assessment in a standards-aligned system might look like in practice. The Teaching/Learning Cycle provides guidelines that can be adapted by teachers in a variety of contexts. The basic steps of the cycle are described in Table 3. More details, examples from practice and a Teaching/Learning Toolkit of resources for teachers can be found at <http://www.cls.coe.utk.edu/efftlc/>

Table 3. Steps in the EFF Teaching/Learning Cycle

Step 1	Determine the adult learner’s goals and purposes and identify the Standards that will help him or her achieve them. Identify the learner’s prior knowledge about the goals and standards.
Step 2	Identify a shared interest, purpose or goal and determine the group’s prior knowledge of the topic. Identify the standard that will help the group address the shared goal. Make clear the connection between the class focus and individual learners’ needs.
Step 3	Design a learning activity to address the real-life concerns of the learner(s).
Step 4	Develop a plan to capture evidence and report learning.
Step 5	Carry out the learning activity.
Step 6	Observe and document evidence of performance of the standard.
Step 7	Evaluate and reflect on how what was learned is transferable to real-life situations.
Step 8	Determine next steps to help learners meet their goals.

As illustrated in Table 3, the instructional process begins with finding out individual adult learners’ interests and immediate real-world goals through intake and goal-setting activities that take place in the classroom. (See the EFF Teaching/Learning Toolkit for suggested activities). As part of this process, adult learners and teachers together identify the EFF Standard that will be the focus of instruction (Step 1).

During this process, learners begin to become familiar with the Standard, how the Standard can help them to meet real-world goals, and what they will be expected to know and do to meet the Standard. This is reinforced as they identify their prior knowledge of and experience with activities related to their goal and to the Standard (Step 2). Learners identify “what we already know/can do” and “what we still need to find out/be able to do.” Using the key knowledge, skills and strategies identified in the EFF Continuum of Performance at the appropriate performance level of the Standard, they identify “gaps” in prior knowledge/experience that will be the focus of instruction. This process allows learners to begin the learning process with an understanding of what they will be expected to learn and of what they will be assessed.

Whenever possible, adult learners are also involved in developing a learning activity or series of activities to help them to meet their goal (Step 3). At this stage, teachers often use a planning guide to help them answer three key questions:

- **What do we need to know?**
(A checklist of learning goals based on the standard)
- **How can we learn it?**
(A description of learning activities)
- **How will we show we know it?**
(Assessment activities)

For each learning activity, students also are asked to think about how they will demonstrate what they have learned, both to themselves and to others (Step 4). This process of ongoing assessment can be connected closely to the learning process. For example, students may write reflections on what they have learned daily in a personal journal. They may report on an activity they did at home with their child or use a checklist to evaluate their work as they are writing. They may keep summaries or action plans in a portfolio. All of these assessment activities may be used as part of an ongoing and iterative instructional process. (See the EFF Teaching/Learning Toolkit for ideas for ongoing assessment.)

As learners develop and practice their knowledge and skills, instructional assessments can be used to allow them to see how far they have come in mastery of the Standard at a particular level (Step 6).

Toward the end of the cycle, learners are encouraged to reflect on what they have learned from the learning activities, their ongoing assessment work and their participation in any instructional assessments that were part of the activity (Step 7). This step allows them to evaluate what they have learned, how it can help them to meet their real-world goals, and how their learning might transfer to other life roles and situations.

Then, teachers may consult with learners to make decisions about whether the learners are ready for the EFF accountability assessments that will document achievement of a level of performance and readiness to move into a higher level (Step 8). At this stage in the cycle, teachers and learners also may decide that more instruction and learning is needed before accountability assessments are administered — or they may decide to focus their work on a new Standard or Standards.

Using the EFF Specifications for Accountability Assessments To Develop Instructional Assessments

To create their own instructional assessments that are aligned to the EFF Standards and accountability assessments, teachers can use the same design specifications as those used to create accountability assessments, which are tied directly to the EFF performance-level descriptions. (Design specifications for EFF accountability assessments begin on page 34 in Section 2.)

We offer several guidelines to assist teachers in this endeavor. While these guidelines are written to be consistent with developing a relatively formal assessment, they are meant to help teachers think through two key points in designing any type of assessment — gathering sufficient performance evidence and then scoring it fairly and appropriately.

- Consider the **issue, problem or topic** that is, or recently has been, the context for teaching and learning to a targeted standard at a particular level. Then think about a meaningful, real-life task related to that issue, problem or topic that learners will care about accomplishing, that is doable in the instructional setting and that will allow learners to produce evidence that they have mastered (or have not yet mastered) the targeted standard at the appropriate level.
- Develop the **details of the assessment task** by referring to the design specifications for accountability assessments at the corresponding level.
- Use the design specifications labeled “Characteristics of Assessment Tasks” and “Evidence” to:
 - Clearly identify (and share with learners) the performance goal of the task: Why and in what meaningful context will learners use the targeted EFF Standard in this task?
 - Outline the major activities or components of the task: What will learners do?
 - Decide what kind of performance evidence learners can generate during the task and how that evidence will be documented and collected.
 - Identify any texts, tools or other materials (including answer sheets, observation forms and so on that teachers will need to develop to collect performance evidence) that learners will use to perform the task.
 - Plan for where learners will perform the task and approximately how much time they will need to complete it.
- Use the design specifications labeled “Knowledge and Strategies Assessed at Performance Level ...” to review and clarify how the instructional assessment will illustrate proficient use of the standard:
 - Are the content and vocabulary for the task appropriate to the level?
 - Does the task require learners to apply knowledge and use strategies that are appropriate to the level?
 - What else will learners need to know and/or be able to do — beyond the scope of assessment — to successfully complete the task? Do the learners have sufficient prior knowledge or have they been adequately prepared in these additional areas?
- Use the design specifications labeled “Step-by-Step Procedures for Administration” to:
 - Develop a “script” for the task. This can be as formal or informal, as flexible or precise as the teacher believes is necessary. The key is to make sure that all learners get the same clear message about what is expected of them — and equal opportunity to perform.
- Use the “Scoring Rubric Template” to:
 - Develop a scoring rubric that is customized so it is appropriate for scoring the evidence that will be produced in the instructional assessment.

Procedures for Administering Instructional Assessments

Administering instructional assessment tasks can be less standardized than administering assessments for high-stakes accountability purposes in a number of ways. For instance, in an instructional setting:

- It is not essential for teachers to read the script for a particular task word for word. The script can act simply as a guide. What is most important is that learners get a very clear and consistent message about what they are expected to know and be able to do to perform proficiently.
- Teachers may feel free to share the scoring rubric for the task with learners, in whatever way makes sense, before they begin to perform the task. In fact, reviewing the rubric with learners is a useful way to be explicit about how performance of the task will be assessed and what “good enough” performance looks like.
- Teachers may, if they think it necessary, ask learners additional questions or use other prompts while they administer the task beyond what is suggested in the task procedures to urge learners to explain something further or draw out more information. They also may engage learners in discussion about activities within the task as learners are performing them. This may be especially helpful if such a discussion will yield evidence of learners’ ability to link new information to prior experience or to identify and monitor their use of cognitive or metacognitive strategies.
- In some cases, teachers may be able to change or adapt a particular activity or component of a task to better suit the learning styles or interests of learners. The key concern needs to be ensuring that the changed or adapted part of the task is still useful for collecting the appropriate evidence of performance.
- Some tasks may be designed so that learners can assess the progress of their classmates. When used with sensitivity, this can be a good way to help learners develop a deeper understanding of the scoring rubrics and the rating process.
- Teachers and learners can debrief performance of the task together as soon as they finish. Teachers can share scores and observations to give timely feedback to learners on how well they used the standard to perform the task, what knowledge and strategies they used well, and what they struggled with. Learners also can use the scoring rubric to reflect on and assess their own performance. Because the performance information is immediate and transparent, teachers and learners can use the data before them with confidence to plan for next steps in standards-based instruction.

The sample instructional assessment task that begins on page 140 exemplifies a task that would be meaningful to many adults in basic education, especially in classes focused on workforce preparation and employment. The task, “Determining Minimum-Wage Rights,” gives evidence of how a teacher can use the EFF Teaching/Learning Cycle, along with these guidelines, to create an instructional assessment task that would be useful for diagnosing and monitoring student progress and teaching effectiveness.

Sample Instructional Assessment Task and Scoring Rubric

EFF Read With Understanding Performance Level 3

Determining Minimum-Wage Rights

	Task Description	
Characteristics of Assessment Task		
Action — Performance Goal	Read an edited version of “Your Rights Under the Fair Labor Standards Act,” the poster about minimum wage that all employers are required to display in the workplace, to determine if a job wage is legal and, if not, what response the employee should make.	
Type of Text	Environmental print (printed words found in the real world) featuring sections from the poster with several short, simple paragraphs. Scenario with simple sentence structures, familiar content.	
Content	Everyday vocabulary; some specialized, employment-related vocabulary	
Environment	Familiar environment (classroom or employment resource room)	
Estimated Time To Complete Task	One hour	
Materials	<ul style="list-style-type: none"> • Environmental print (“Your Rights Under the Fair Labor Standards Act,” in English, edited so that the section on child labor is deleted but the rest of the actual text remains) • Scenario describing an employee who has recently started a job. • Answer Sheet, Assessor Observation Form (on page 149) • Dictionary 	

Sample Instructional Assessment Task and Scoring Rubric

EFF Read With Understanding Performance Level 3

Determining Minimum-Wage Rights

	<p style="text-align: center;">Task Description</p> <ul style="list-style-type: none"> • Decoding and recognizing most words in short to medium-length continuous text by drawing on content knowledge and oral vocabulary, breaking words into parts, applying pronunciation rules, and adjusting reading pace. • Demonstrating familiarity with common, high-interest content knowledge and related vocabulary • Locating important information in text • Monitoring and enhancing comprehension by using a range of simple strategies, such as recalling, restating, rephrasing, explaining the content of the text or using simple examples • Actively applying prior knowledge to assist in understanding information in texts • General familiarity with work in the United States, the concepts of minimum wage and workers’ rights, and how hourly workers are compensated (hourly rates, pay schedules) 	
<p>Knowledge and Strategies Assessed</p> <p>Adults performing at Performance Level 3 will fluently and independently use this knowledge and strategies in this task</p> <p><i>Additional knowledge and strategies that may affect performance on this task</i></p>		
<p>Evidence</p> <p>Observations</p> <p>Work Products</p>	<p>Observations of oral reading and explanation of reading content documented on Assessor Observation Form</p> <p>Written responses to questions on Answer Sheet</p>	

Sample Instructional Assessment Task and Scoring Rubric

EFF Read With Understanding Performance Level 3

Determining Minimum-Wage Rights

<p>Instructional Context</p>	<p style="text-align: center;">Task Description</p> <p>This task may be appropriate for an adult learner or a group of learners who are interested in developing their ability to read with understanding to learn about employment issues. Thus, before beginning this activity, the teacher and learner(s) will already have engaged in goal-setting activities that identify this interest.</p> <p>The teacher engages learner(s) in calling to mind prior knowledge and experience with working and getting paid in the United States (including the concepts of hourly wage and of workers’ right to be paid at least minimum wage in “conventional” workplaces and related information and vocabulary). This might be done in a structured conversation or interview, with a question-and-answer sheet, through guided responses to pictures or simple reading prompts, and so on.</p> <p>The teacher and learner(s) explicitly identify “what we already know” and “what we need to find out” about workers’ right to be paid at least minimum wage. To complete this task successfully, learners will need to be familiar with:</p> <ul style="list-style-type: none"> • Concepts of hourly and minimum wage • General information on the role of law and the U.S. Department of Labor in regulating work wages • Everyday and some specialized employment-related vocabulary like that used on the poster and in the scenario • Uses and examples of “environmental print” • How to use a dictionary <p>Learners also will need to be taught — and to have practiced — strategies for locating, rephrasing and explaining in their own words specific information found in short sections of text.</p>	<p><i>This section does not appear in a description of an EFF accountability assessment task.</i></p>
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Sample Instructional Assessment Task and Scoring Rubric

EFF Read With Understanding Performance Level 3

Determining Minimum-Wage Rights

	<p align="center">Task Description</p>	
<p>Step-by-Step Procedures for Administration</p>	<p>The oral reading and responses are administered individually. Silent reading and written responses may be administered in small groups.</p> <p>There are two main parts of this task:</p> <ol style="list-style-type: none"> 1. Reading and responding to a poster on minimum-wage rights 2. Reading a scenario and applying the information on the poster to the situation described in the scenario <p>Provide learners with an edited graphic representation of the poster “Your Rights Under the Fair Labor Standards Act,” as well as a short, direct scenario describing an employee who has recently started a job at below minimum wage.</p>	<p><i>This scenario might be replaced with a role-playing script, described below.</i></p>
<p>Step 1</p>	<p>Part 1 of the Task</p> <p>Explain the task requirements and expectations: “This task will assess how well you can read and understand information on a poster about workers’ right to be paid at least minimum wage, and then relate that information to a real-life story. The poster is called ‘Your Rights Under the Fair Labor Standards Act.’ It describes a worker’s legal right to be paid minimum wage by an employer. The story describes a woman who has recently started a job. You will be asked what you feel are the important points of the story and how these points relate to the information on the minimum-wage poster.”</p>	<p><i>Note that in an instructional setting the teacher does not need to stick to the script as long as learners get a very clear message about what they are expected to know and be able to do.</i></p>
<p>Step 2</p>	<p>Ask the learner to spend a few minutes reading the poster: “Please read this poster to yourself. If you need help with any of the vocabulary, feel free to use this dictionary. If you want, you may write down any points that are new to you or that you think are important.”</p>	<p><i>Note also that the teacher may share the scoring rubric for the task with learners, reviewing it as another way to be explicit about how performance of the task will be assessed and what a “good enough” performance looks like.</i></p>

Sample Instructional Assessment Task and Scoring Rubric

EFF Read With Understanding Performance Level 3

Determining Minimum-Wage Rights

	Task Description	
Step 3	<p>Give the learner an Answer Sheet to identify, in writing, important points made in the poster: “Please use this Answer Sheet to write down in your own words:</p> <ul style="list-style-type: none"> • Two important points made on the poster about wages • Two important points made on the poster about enforcement of the law <p>Please do not just copy what is on the poster, but use your own words.”</p>	
Step 4	<p>Ask the learner to read the top section of the poster aloud and discuss the two important points identified in the section: “Please read the top section of the poster to me out loud, up to the words ‘Overtime Pay,’ and then read or tell me about the two important points you wrote down about this section.” Document observations on the Assessor Observation Form.</p>	
Step 5	<p>If necessary, ask the learner to further explain the reading (beyond the two points identified) and use questions to draw out information, such as:</p> <ul style="list-style-type: none"> • “According to the information on the poster, do minimum-wage laws apply to all employees?” • “Who can legally be paid less than minimum wage?” • “If you are a waiter and you get tips, what does the law say about your right to minimum wage?” <p>Documents any evidence of understanding of the reading on the Assessor Observation Form.</p> <p>Then engage learners in discussion about the information on the poster and how it might relate to their lives:</p> <ul style="list-style-type: none"> • “Can you think of a time when you could have used this information?” • “When could this information have helped you or someone you know?” 	<p><i>This step would not be included in the more standardized procedures of an EFF accountability assessment task.</i></p>

Sample Instructional Assessment Task and Scoring Rubric

EFF Read With Understanding Performance Level 3

Determining Minimum-Wage Rights

	Task Description	
Step 5, continued	<p>Document evidence of linking new information to prior experience, if relevant. (Note that this activity may not be applicable to all learners, so while they may benefit from the opportunity, it can't be used fairly to compare one learner's performance to another's.)</p> <p>Part 2 of the Task</p>	
Step 6	<p>Ask the learner to read a scenario describing an employee who has recently started a job. Then ask the learner to write down the problem the main character (Maria) faces in her new job and what she can do to get assistance, according to the poster:</p> <p>“Now we are going to check how well you can connect the information on the poster to a real-life situation. Please read this story to yourself. When you finish reading, write down on your Answer Sheet in your own words the problem the main character (Maria) has in her new job. Then look back at the poster. In the information on the poster, find and write down on your Answer Sheet one resource she can go to for assistance.”</p>	
Step 7	<p>Ask the learner to read the scenario aloud and then discuss:</p> <ul style="list-style-type: none"> • The problem • The resource the learner identified from the poster • One suggestion the learner would give the woman in the scenario <p>“Please read the scenario to me out loud. When you are finished, please tell or read to me the problem you wrote down and the resource you found in the information from the poster.”</p> <p>“Now, based on what you have read on the poster and in this scenario, please tell me what you can tell Maria about how to get help with her problem.” Document observations.</p>	<p><i>In an instructional context, this last part might be done as a role-playing activity. The teacher or an adult learner (maybe reading the scenario) might take the role of Maria and, in response, another learner would point to and say aloud the contact information from the poster that would help Maria.</i></p>

Sample Instructional Assessment Task and Scoring Rubric

EFF *Read With Understanding* Performance Level 3

Determining Minimum-Wage Rights

	<p style="text-align: center;">Task Description</p>	
<p>Step 8</p>	<p>Debrief the performance of the task together. Share the scoring rubric and learner scores to give feedback on how well the learner(s) used the <i>Read With Understanding</i> Standard to perform the task, what knowledge and strategies they used well, and what they struggled with. Learners also use the scoring rubric to help them reflect on their own performance. Together, plan for next steps in instruction based on the performance.</p>	<p><i>This is an instance where instructional assessment allows for more immediate results — and more kinds of information — to be available to teachers and learners than is possible with accountability assessments.</i></p>

Scoring Rubric for the Instructional Assessment Task: “Determining Minimum-Wage Rights”			
Read With Understanding, Performance Level 3			
Unable to Score	Beginning	Proficient	Advanced
	<ul style="list-style-type: none"> Decodes and recognizes some everyday and some specialized work-related words; needs to use dictionary often 	<ul style="list-style-type: none"> Decodes and recognizes most everyday work-related words and phrases (such as “minimum wage,” “employer,” “employee”) and some specialized, multi-syllabic vocabulary (such as “compensation”); may sometimes use a dictionary 	<ul style="list-style-type: none"> Easily decodes and recognizes specialized words without using a dictionary
	<ul style="list-style-type: none"> Strategies for monitoring and enhancing comprehension need improvement; only restates one or two important points from poster text; may not correctly answer questions based on text 	<ul style="list-style-type: none"> Effectively monitors and enhances comprehension by: <ul style="list-style-type: none"> — recalling and restating at least three out of four important points from the poster text — locating and explaining the information in the poster and scenario text to correctly answer two brief questions and offer one suggestion 	<ul style="list-style-type: none"> Shows superior monitoring and comprehension skills; accurately restates four or more important points from text; answers questions; provides detail in response to questions asking for suggestions or explanations
	<ul style="list-style-type: none"> Reads aloud slowly and hesitantly; may need more than one attempt, but completes task with some direction and support 	<ul style="list-style-type: none"> Reads aloud accurately and easily; completes task with little direction and support 	<ul style="list-style-type: none"> Reads aloud without hesitation; completes task without direction or support

Scenario for “Determining Minimum-Wage Rights”

Maria is 42 years old. She just started a new job two weeks ago. She is being paid \$4.50 an hour for her work. Maria’s boss told her that if things go well and she works hard, he would move her up to minimum wage after six weeks. Maria feels like this isn’t fair but she’s willing to work hard and she needs this job.

OR

Role-Playing Script for “Determining Minimum-Wage Rights”

“I’m Maria and I’m 42 years old. I just started a new job two weeks ago. I’m getting paid \$4.50 an hour.

“My boss says that if things go well and I work hard, he’ll move me up to minimum wage after six weeks.

“Well, I do work hard and I don’t think it’s fair to make me wait that long. But I sure need this job so I guess there’s nothing I can do.”

Assessor Observation Form

“Determining Minimum-Wage Rights”

LEARNER NAME _____ DATE _____

Learner Performance	Notes on Performance (Strategy Use, Fluency, Independence)
<p>Reads the top section of the poster out loud</p>	
<p>Reads or says the two important points he or she wrote down about the top section of poster and/or offers further explanation with prompting</p>	
<p>Relates information from reading to prior experience (if relevant)</p>	
<p>Reads the scenario out loud</p>	
<p>States what he or she can tell Maria about how to get help with her problem</p>	

Answer Sheet

“Determining Minimum-Wage Rights”

LEARNER NAME _____ DATE _____

Part 1

After reading the top section of the poster, **write in your own words:**

- Two important points made on the poster about wages

1.

2.

- Two important points made on the poster about enforcement of the law

1.

2.

Part 2

After reading Maria’s story, write in your own words the problem Maria has in her new job.

Look back at the poster. Find and write down one resource Maria can go to for assistance.

Your Rights Under the Fair Labor Standards Act

Federal Minimum Wage

\$4.75 *per hour*

beginning October 1, 1996

\$5.15 *per hour*

beginning September 1, 1997

Employees under 20 years of age may be paid \$4.25 per hour during their first 90 consecutive calendar days of employment with an employer.

Certain full-time students, student learners, apprentices, and workers with disabilities may be paid less than the minimum wage under special certificates issued by the Department of Labor.

Tip Credit – Employers of “tipped employees” must pay a cash wage of at least \$2.13 per hour if they claim a tip credit against their minimum wage obligation. If an employee’s tips combined with the employer’s cash wage of at least \$2.13 per hour do not equal the minimum hourly wage, the employer must make up the difference. Certain other conditions must also be met.

Overtime Pay

At least 1 1/4 times your regular rate of pay for all hours worked over 40 in a workweek.

Enforcement

The Department of Labor may recover back wages either administratively or through court action, for the employees that have been underpaid in violation of the law. Violations may result in civil or criminal action.

Fines of up to \$10,000 per violation may be assessed against employers who violate the child labor provisions of the law and up to \$1,000 per violation against employers who willfully or repeatedly violate the minimum wage or overtime pay provisions. This law prohibits discriminating against or discharging workers who file a complaint or participate in any proceedings under the Act.

Note:

- Certain occupations and establishments are exempt from the minimum wage and/or overtime pay provisions.
- Special provisions apply to workers in American Samoa.
- Where state law requires a higher minimum wage, the higher standard applies.

For Additional Information, Contact the Wage and Hour Division office nearest you – listed in your telephone directory under United States Government, Labor Department.

The law requires employers to display this poster where employees can readily see it.

U.S. Department of Labor
Employment Standards Administration
Wage and Hour Division
Washington, D.C. 20210

WH Publication 1088
Revised October 1996

Glossary

Abilities — enduring attributes of individuals that influence skill development and performance (e.g., cognitive, psychomotor, physical and sensory). (See Stein, 1997, p. 32)

Accountability — in this context, accountability refers to ways in which adult education programs are answerable to all their customers, starting with the adult learners. Generally, programs are held responsible to their customers for reporting learner outcomes such as learning gains (using pre and postassessments), obtainment or retention of employment, placement in secondary education, and achievement of a GED or equivalent diploma. Accountability is a means to help measure a program’s quality or effectiveness.

Adult Learner — an adult who is engaged in formal education or training to build his or her knowledge and skills. This education or training includes the full range of education from basic education; literacy; and high school equivalency through postsecondary education and training, work-based training, proprietary school training, and certification programs. (See Stein, 1997, p. 29)

Applied Learning Standards — refer to the EFF Content Standards as they are applied (or used) by adults in learning activities that involve a purposeful application of knowledge, skills and strategies to accomplish meaningful tasks.

Assessment — in educational settings, an assessment is a test or measurement used for one of three main purposes: to provide diagnostic information, to show learner progress or to evaluate a program. An EFF performance-based assessment would measure how well an adult can use an EFF Standard and its integrated skills to accomplish a meaningful goal. (See Mislevy & Knowles, eds., 2002, p. 36)

Certified Rater — a person who participates in an EFF-sponsored training on how to administer and score accountability assessment tasks and is approved by the EFF staff after the training.

Components of Performance — the term EFF uses to describe what a skill looks like when applied in the real world. The Components of Performance for each skill offer a shared definition of what that skill entails. They reflect a problem-solving approach to skill development, enabling learners and practitioners to focus on learning skills in such a way as to build the cognitive and metacognitive strategies required for lifelong learning and application. The Components of Performance are the “heart” of the EFF Standards and are designed to be the focus of planning, learning and assessment. (See Stein, 2000, p. 19–23)

Construct — “the concept or the characteristic that a test is designed to measure” (AERA/APA/NCME, 1999, p. 173). Each EFF Standard has a construct — a set of targeted abilities — that defines and makes clear the underlying skill process for that Standard.

Constructivism — a theory of learning that holds that all knowledge is constructed from previous knowledge. EFF embraces a school of constructivism, which invites learners to create their own meaning and achieve their own goals by interacting actively with objects and information and by linking new material to existing cognitive structures. Constructivism is based on the work of Jean Piaget, Jerome Bruner, Lev Vygotsky and John Dewey. (See Bingman & Stein, 2001; Bransford, et. al., 1999, p. 11; Merrifield, 1999, p. 9–11; University of Colorado at Denver School of Education Web site at http://carbon.cudenver.edu/~mryder/itc_data/constructivism.html)

Content Standards — term used in a variety of fields to describe what individuals need to know and be able to do for a particular purpose. In EFF, the 16 Content Standards identify what adults need to know and be able to do to meet their purposes for learning and to be effective in their adult roles. Each EFF Content Standard comprises the title of the Standard and the Components of Performance for that Standard. (See EFF Standards. See Stites, 1999, p. 3; Stein, 2000, p. 19–20)

Continuum of Performance — a description of what a particular skill looks like in a lifelong, developmental process of growing adult competence of performance. EFF is particularly interested in ensuring that the EFF continuum is sensitive to performances at the beginning of the continuum, but the aim is to portray for each standard a continuum that describes performances from novice to expert levels. The continuum is built around the four Dimensions of Performance, and performance levels are defined by identifying key features of performance at various points along the continuum. (See McGuire, 2000; Stein, 2000, p. 58–59)

Dimensions of Performance — the theoretical foundation, based in cognitive science, on which the EFF Continuum of Performance for each skill is built. The Dimensions of Performance identify qualitative differences between novices and experts related to four areas: 1) Structure of knowledge base, 2) Fluency of performance, 3) Independence of performance, and 4) Range of conditions for performance. (See Stein, 2000, p. 59–60; Bransford, et. al., 1999, Chapter 2)

EFF Assessment Framework — a guide to an integrated process of measuring and reporting adult learners' performance based on the EFF Content Standards. The Assessment Framework is in development and will comprise the Guiding Principles, the Dimensions of Performance, Performance Levels for each Standard and Benchmark Tasks. (See Bingman & Stein, 2001)

EFF Content Framework — all the elements identified through EFF research that can be used to support adults as they develop the skills, knowledge and abilities necessary to be effective in meeting their learning goals. The framework comprises the EFF Purposes, Role Maps, Common Activities, and Content Standards. (See Bingman & Stein, 2001)

EFF Standards — the current EFF Standards are Content Standards (see Content Standards), which convey the knowledge and skills all adults need to be effective in meeting the four Purposes and in carrying out activities central to their roles as parents/family members, community members and workers. The 16 Standards are based on the Generative Skills, which EFF research revealed were required to carry out the Common Activities and day-to-day tasks of adult living (see Generative Skills). Each EFF Standard comprises the skill name and the components of performance, which offer a shared definition of what the skill includes. The EFF Standards expand the field's understanding of "literacy" to include the Communication, Interpersonal, Decision-Making, and Lifelong Learning skills. They are the heart of EFF and should be central to the planning, learning and assessment services of any adult learning program. (See Bingman & Stein, 2001; Stein, 2000, p. 15–25)

EFF Teaching/Learning Cycle — a term that describes the teaching and learning process as four stages that teachers and learners move through in the learning environment: preparation, planning, carrying out the plan and reflection. The cycle consists of eight steps and a set of ongoing practices that are integrated throughout the process. For more information, see the EFF Teaching/Learning Toolkit at <http://cls.coe.utk.edu/efftlc/>. This Web site includes tools and resources for using the EFF Teaching/Learning Cycle in adult education settings.

EFF Trainer Certification System — a performance-based trainer development and certification process that ensures that states and organizations implementing EFF have access to high-quality training and technical assistance services. For more information, contact Diane Gardner, Professional Development & Certification Coordinator for the EFF Center for Training and Technical Assistance, the Center for Literacy Studies, University of Tennessee, dgardner@utk.edu or 865-974-9949. (See Bingman & Stein, 2001)

EFF Website — <http://eff.cls.utk.edu>

Equipped for the Future (EFF) — a customer-driven, standards-based, collaborative initiative of the National Institute for Literacy to align the components of the nation's adult learning system to focus on the range of skills and knowledge that adults need in their roles of family member, worker and community member to access information, express their own ideas and opinions, take independent action, keep up with a changing world, and exercise their rights and responsibilities. EFF has been instrumental in shifting approaches for adult literacy education from an emphasis on replicating K–12 education to one that uses research-based standards to prepare adults to meet their real-world goals. (See Bingman & Stein, 2001; Merrifield, 1999, p. 1–4; Stein, 2000; Stein, 1997, p. 1, 30)

Generative Skills — the term EFF gives to the skills or knowledge that research revealed to be core to the performance of a wide range of tasks carried out in multiple adult roles. The Generative Skills are durable over time in the face of changes in technology, work process and societal demands. They cross functions and serve as the foundation for effective adaptation to changes in role requirements. The Generative Skills became the basis for the EFF Content Standards. (See Stein, 2000, p. 15; Merrifield, 1999, p. 35; Stein, 1997, p. 30)

High-Stakes Testing — high-stakes testing refers to assessments used to inform high-stakes decisions, such as reporting learner gains for education program accountability purposes. These tests are standardized to ensure reliability and validity. High-stakes testing differs from low-stakes testing, which occurs during instruction for the purposes of monitoring learner progress and identifying instructional needs (see Instructional Assessment).

Instructional Assessment — a test used during instruction to monitor learner progress and identify instructional needs. The purposes for instructional assessments are formative (used to plan or inform learning and instruction) rather than summative (used to mark achievement at the end of instruction).

Integrated Skill Process — also called the components of performance of an EFF standard, this term refers to the knowledge and skills incorporated into the definition for each EFF Standard. The integrated skill process describes what adults need to know and be able to do for a specific purpose.

Inter-Rater Reliability — the extent to which independent scorings (by different raters) of an assessment are consistent with each other.

Iterative — a term used in research to refer to the repetition of a cycle of processes with an eye toward moving ever more closely toward desired results. In EFF, the term is used to describe how EFF has progressively refined the concepts and components of EFF through research; feedback from customers (learners, practitioners, stakeholders and policymakers); incorporation of research developments in related areas; further feedback from customers; etc., in an effort to be responsive and credible to their constituents. (See Merrifield, 1999, p. 4, 7–8)

Knowledge — the foundation upon which skills and abilities are built. Knowledge refers to an organized body of information that can be applied to performance. Examples: mathematical concepts, languages, biology and finance. (See Stein, 1997, p. 32)

Metacognition — refers to an individual’s ability to think about his or her own thinking and to monitor his or her own learning. Metacognition is integral to a learner’s ability to actively partner in his or her own learning and facilitates transfer of learning to other contexts. (See Bransford, et. al., p. 12, 55–56)

National Adult Literacy Survey (NALS) — a national survey reported in 1993 that provided a profile of the literacy skills of the United States’ adult population. The results revealed that more than 40 percent of all American adults have literacy levels at Levels 1 or 2 (out of 5), below the level required to secure jobs at good wages.

National Institute for Literacy (NIFL) — an independent federal organization created by the National Literacy Act of 1991 to serve as a focal point for public and private activities that support the development of high-quality regional, state and national literacy services. One of NIFL’s primary activities is promoting adult literacy system reform through Equipped for the Future. (See <http://www.nifl.gov>)

National Reporting System (NRS) — an outcome-based reporting system for the state-administered, federally funded adult education program required by Title II of the Workforce Investment Act of 1998. The goals of the NRS were to establish a national accountability system for education programs by identifying measures for national reporting and their definitions, establishing methods for data collection, developing software standards for reporting to the U.S. Department of Education, and developing training materials and activities on NRS requirements and procedures. EFF is working with the NRS to align outcomes required for federal reporting to the EFF standards. (See <http://www.air-dc.org/nrs>; Bingman & Stein, 2001; Stein, 2000, Chapter 5)

Performance-Based Assessment — (also known as Performance Assessment) “product- and behavior-based measurements based on settings designed to emulate real-life contexts or conditions in which specific knowledge or skills are actually applied” (AERA/APA/NCME, 1999, p. 179). Examples include problem-solving scenarios, journals, projects, performances, computer simulation tasks, portfolios and other approaches to measuring student learning that require the student to construct or produce a complex response. (See Ananda, 2000).

Performance Indicators — the behavioral benchmarks (or indicators) that describe proficient performance on a standard at a particular performance level. The behavioral indicators show what proficient performance looks like along the four Dimensions of Performance.

Performance Levels — a key threshold in adult learning and development that is characterized by observable changes in proficiency. These observable changes are noted by benchmarks (Performance Indicators).

Performance Task — a carefully planned activity that requires learners to address all the components of performance of a standard in a way that is meaningful and authentic. Performance tasks can be used for both instructional and assessment purposes. (See Ananda, 2000; McGuire, 2000)

Purposes for Learning — the four fundamental purposes that adults offer as reasons for furthering their literacy education. The Four Purposes for Learning are 1) Access and Orientation, 2) Voice, 3) Independent Action, and 4) Bridge to the Future. EFF identified the purposes in 1994 through analysis of 1,500 essays solicited from adult learners in response to the question, “What is it that adults need to know and be able to do in order to be literate, compete in the global economy, and exercise the rights and responsibilities of citizenship?” These purposes drive learning across the different contexts of adult life and capture the social and cultural significance of learners’ specific, individual goals (Merrifield, 1999, p. 13–17). (See Stein, 1995; Stein, 2000, p. 5–6)

Reliability — the extent to which independent test scores for a particular assessment are free from error and consistent with each other.

Scoring Criteria — EFF performance-based assessments include rubrics that are used for scoring (grading/evaluating) the learner’s performance on that assessment task. The scoring criteria are the descriptions of learner performance (behavior) that are used for this evaluation.

Scoring Rubric — a scoring rubric is a guide to evaluating (scoring) evidence of performance produced in response to a performance-based assessment task. The scoring rubric for an EFF performance-based assessment describes three levels of learner performance: beginning, proficient, and advanced.

Skills — developed capacities to perform physical or mental tasks. (See Stein, 1997, p. 32) See also Generative Skills and EFF Standards.

Standardized Tests — assessments designed for large-scale use. Conditions for administering and scoring standardized tests are established by the test publisher and must be strictly followed to produce consistent (reliable) and comparable results across multiple settings. These tests are often have a selected-response (such as multiple choice) format and may have automated scoring and reporting features.

Technical Assistance — a service provided by the EFF National Center to support organizations in 1) clarifying their goals and objectives for EFF implementation; 2) designing an implementation plan; and 3) providing training and on-going assistance related to curricular, instructional and administrative issues. (See Bingman & Stein, 2001)

Transfer of Learning — the ability to extend what has been learned in one context to new contexts. Research has shown that when a subject is learned in multiple contexts, with opportunities to abstract general principles, transfer to new situations is increased. (See Bransford, et. al., 1999, Chapter 3) EFF encourages programs to create learning situations that invite learners to use skills in a variety of contexts for a variety of purposes. (See Stein, 2000, p. 20)

Validity — “the degree to which accumulated evidence and theory support specific interpretations of test scores entailed by the proposed uses of the test” (AERA/APA/NCME, 1999, p. 184). In other words, the degree to which a test measures what it is intended to measure and the degree to which test results provide meaningful and relevant information on learner performance.

Acknowledgments

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Read With Understanding
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EFF Resources, Publications and Products

EFF Center for Training and Technical Assistance is the central office for the development and dissemination of training, materials and technical assistance that support integration of EFF standards and standards-based practices into instruction, assessment and program management.

Located at:

Center for Literacy Studies
 University of Tennessee
 600 Henley Street, Suite 312
 Knoxville, TN 37996-4135
 865-974-4109
 865-974-3857 (fax)

Online Resources

The EFF Website is the portal to accessing the various EFF collections and online resources. The Web site address is <http://eff.cls.utk.edu>

The EFF Teaching/Learning Toolkit provides resources and examples to assist practitioners in developing instructional activities using the EFF Teaching/Learning Cycle. The Web site address is <http://eff.cls.utk.edu/toolkit>

The EFF Special Collection provides information on such topics as the history of the EFF initiative, the EFF Content Framework and Standards, EFF products and publications, resources for teachers/tutors and administrators, and a selection of downloadable masters and

publications. The Web site address is: <http://eff.cls.utk.edu/resources>

The EFF Assessment Resources Collection includes the EFF Assessment Framework, the *Read With Understanding* Assessment Prototype, and other guides and resources on assessment. The Web site address is <http://eff.cls.utk.edu/assessment>

The EFF Work Readiness Credential Collection contains information related to the Work Readiness Credential project, including the Work Readiness Profile and a library of work readiness/workforce resources. The Web site address is <http://eff.cls.utk.edu/workreadiness>

The Equipped for the Future Discussion List may be accessed through the EFF Special Collection Web site listed previously. Subscribe to the discussion or read the archived messages for this or previous years.

The EFF Handbook for Program Improvement: Using the EFF Approach to Quality is designed for administrators and other members of program improvement teams in community-based organizations who want to use EFF as part of their efforts to improve program quality. The Web site address is <http://pli.cls.utk.edu>

Print Resources

Ordering Information

The following products are available from the EFF Center for Training and Technical Assistance or online in the EFF Special Collection: *EFF Hot Topics*, *EFF Voice* and *EFF Research to Practice Notes*.

Mail or fax purchase orders to:

EFF Center for Training and Technical Assistance
Center for Literacy Studies
University of Tennessee
600 Henley Street, Suite 312
Knoxville, TN 37996-4135
865-974-3857 (fax)

Other publications are available online at the EFF Special Collection or can be ordered from ED Pubs. ED Pubs can be contacted at:

<http://www.edpubs.org/webstore/content/search.asp>
 or by calling 877-433-7827.

(For all publications, please order by the publication number in parentheses.)

HOT Topics (Highlights on Teaching)

– *HOT Topics* is a newsletter produced by EFF. Each issue of *HOT Topics* concentrates on a specific topic of interest to teachers, highlighting examples of actual practice and offering strategies and tools for using the EFF Framework in the classroom.

EFF Voice Newsletter – The *EFF Voice* provides updates on special EFF projects, the increasing range of uses for EFF, research and development, and other topics of interest. It offers a broad perspective on the most recent EFF developments for a broad-based audience.

EFF Research to Practice Notes 1: A Purposeful and Transparent Approach to Teaching and Learning

Summarizes the research basis for a purposeful and transparent approach to learning. Provides three examples of EFF implementation and program practices related to designing education specifically around the goals of students in their real-life roles as family members, community members and workers.

2: An Approach to Teaching and Learning That Builds Expertise

Describes how research findings related to building expertise have been applied to the development of the EFF Content Framework and assessment system. Provides examples of EFF implementation and program practices related to how learners use prior knowledge and experience to construct meaning and acquire new knowledge.

3: A Contextualized Approach to Curriculum and Instruction

Identifies the research basis for a contextualized approach to EFF's concept of teaching and learning, and provides examples of EFF implementation and program practices.

Posters and Handouts: The following products can be ordered for a small fee through the EFF Center for Training and Technical Assistance at eff@utk.edu or 865-974-8426:

EFF Role Map posters

EFF Skill Wheel posters

EFF Skill Wheel handouts

All posters and handouts are available in English and Spanish.

Assessing Results That Matter: Equipped for the Future's Approach to Assessment for Adult Basic Education Accountability and Improvement

June 2002. Explains the EFF approach to developing good assessment tools and to ensuring that these tools are put to good use in improving the quality of adult education.

Equipped for the Future: A Customer-Driven Vision for Adult Literacy and Lifelong Learning

June 1995. This book describes the vision and research basis of EFF's initiative for reforming the adult literacy and lifelong education system. (EX 0019P)

Equipped for the Future: A Reform Agenda for Adult Literacy and Lifelong Learning

February 1997. This publication builds on the previous work, reporting the continuing research and development of EFF's content framework for adult performance standards. (EX 0020P)

Equipped for the Future Assessment Report: EFF/NRS Data Collection Project, 2000–2001

July 2002. This report focuses on the accomplishments of the first year of the EFF/NRS Data Collection Project.

Equipped for the Future Assessment Report: How Instructors Can Support Adult Learners Through Performance-Based Assessment

July 2000. This publication introduces instructors to specific performance-based assessment methods that show promise for measuring progress relative to the EFF Standards. (EX 0110P)

Equipped for the Future Content Standards: What Adults Need to Know and Be Able to Do in the 21st Century

February 2000. This book summarizes the goals of EFF, provides a history of EFF research, presents the EFF Content Standards, gives examples of how teachers can use the EFF framework and shows how EFF is part of educational reform. (EX 0099P)

Equipped for the Future Research Report: Building the Framework, 1993–1997

March 2000. This publication documents the research conducted through summer 1997, including the process of gathering and analyzing data to create the framework and the concepts and theories involved. (EX 0106P)

Results That Matter: An Approach to Program Quality Using Equipped for the Future

August 2001. At the center of this document is the EFF Quality Model which makes explicit the vision and process of system reform using EFF standards and other tools. The publication is designed to help state agencies and local programs to better answer the questions: “What does EFF implementation look like in action?” and “What kinds of outcomes can we expect for students teachers and programs as a result of EFF implementation?”

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